Date March 10, 1963

CORE Scholarship, Education and Defense Fund

Application for the Job of Rural Field Worker

I **Personal Data**

Name JAMES N. MAYS

Current Address Route 1 Box 196 Leslie GA

Phone where you can be reached 874-5311 Leslie area Code 912

Home Address

35 Date of Birth 10-6-1928 Condition of Health Good

Male ✓ Female ___ Single ✓ Married ___ Divorced ___ No. of Children 0

II **Work Experience** (list most recent job first)

	Employer	Address	Dates	Duties
1.	Mr C. L Jordan	Route 2 Americus	1963	Operater Manager
? 2.	Mr H. J. Kearse	Leesburg GA	1960-1962	Teacher

3. I am now a farmer, self employed, on the family's farm in partnership with my brother.

4.

III **Community and Civil Rights Activities**
(please list organizations with which you have been active, give dates and detail your activities - note especially leadership experience)

I have been for the past ten year the Sunday School President and past two years Vice President of the District Convention Sunday School. I am one of the Adult advisers to a local youth league. I was president of the Lee County Parent Teacher

Association.

During January of 1962 the Lee County Training School Parent Teacher Association which I was president was face with a crisis in which the parents of the county were attempting to reverse the decivision of the Lee County Board of Education. We organize a (90%) ninty percent boycott of the school and won two consession from the board of education.

I have organize rural baseball groups and work with the organization of a Farm Bureau Chapter.

I have work with the Albany Movement the Southern Christian Leadership Conference Student Non-Violent Coordinating Committee. I have work with individual of Core. We have a local rural groups ready to incorporate for a development corporation for rural businesses. I am treasurer of the Lee County Movement. I have done local work with the National Sharecroppers Fund in setting up a Georgia conference.

Education

Schools Attended (list most recent first)	Dates	Type of Course	Grade Average	Did You Complete Course?
1. Fort Valley State College Fort Valley Georgia	1953 1956	Education Social Studies and Agriculture	B+	yes
2. Gillespie Seldon Institution Cordele Ga			B	yes
Phoenix Junior College Phoenix Arizona				No

V Have you knowledge of or any experience in dealing with governmental programs in the areas of agriculture, education, health, or welfare? Please explain.

Yes. I have a limited knowledge of the works of the agriculture and welfare department. As a farmer I have recieved most of the farm benefits. I am aware of the government programs to help farmers and rural people raise their income.

VI Please tell why you are interested in applying for the job of rural field worker and why you think you could carry this responsibility.

I have live with rural people and our problems from birth until now. I have seen the rural people who were coping with the farm problems and the large numbers of people who were not able to cope with the problems caused by the revolution in agriculture. These problems have affect me to the point that for the past four years I have given more time in helping to mobilize the rural people to face ups to their problems than I can afford alone. I have help because I, to some extent, understand the people and the problems. I want to help. I feel that I can not only carry the responsibility of a rural field worker but I can help the people.

VII References

Please give name and address of one or more persons who know of your abilities and qualifications and who are familiar with your background and experience.

Mr. C. L. Ellison Division of Agriculture Fort Valley State College, Ga.
Mr. James Former 6 Raymond St Atlanta 14 Ga.

NOTE: Please use reverse side if you need additional space to answer questions

2/17/64

Mr. JAC Wasserman c/o NSF 112 East 19th St NY 3 NY
Mr Plezzy L Nelson Route 1 Leslie, Ga.

(over)

Core
Room 902
1 union Square
New York, N.Y. 1003

4/6/64 A Singer call to Wasserman – re Mays
active in civil rights –
Very personable – would have easy rapport with people –
they considered him for a job with them in the past – probably would have given it to him but they didn't have the money or something at that time –
- heard he goes in too many directions at once – needs supervision
but Joe feels if Mays knew what his job was and had some help – he would be better organized and do all right –
- Wasserman thinks Mays would be a good man for the job – we noted his age and the fact that he is single – Wasserman said Mays looks quite a bit younger than 35. Also says Mays is quite interested in job.

Qualifications for CORE SEDF Rural Field Worker

Following are basic qualification to be sought in candidates for employment by CORE SEDF as rural field worker to service the Mississippi Delta region:

Field worker will be charged with improving economic conditions of rural workers. He will develop programs aimed at raising incomes, increasing output, and upgrading living conditions. He will utilize all forms of government assistance and offer technical advice regarding farming methods and organizations.

While he will carry major responsibility for improving economic conditions, he will also be concerned with general community development and with meeting social needs.

Following qualifications are to be used for guidance in seeking applicants. However, they are not rigid. High competence in one area might compensate for lack of background in another.

BACKGROUND AND EXPERIENCE

1. Knowledge of rural conditions among minority groups in the South -- preferably some familiarity with the Mississippi Delta area.

2. Knowledge of farming, economics and organization, and of public and private programs that assist rural workers.

3. Knowledge of and preferably experience with governmental programs related to needs of sharecroppers, tenant farmers, etc. Actual experience in dealing with appropriate government agencies would be helpful.

4. Understanding of goals and techniques of civil rights movement and preferably some experience as a participant.

5. Training or experience in one or more types of community organizations.

PERSONAL

1. Maturity of judgment, if not of years, is most important.

2. Ability to communicate effectively with and to organize farmers and to work with government officials, civil rights leaders, and community leaders.

3. Ability to devise and carry out programs after determining needs and sources of assistance.

4. Flexibility in responding to varying social and economic needs as they arise.

SALARY AND JOB DATA

Annual salary will be $6,000 with expenses paid by CORE SEDF. Employment will be for period of one year with expectation of renewal subject to CORE SEDF ability to raise funds as well as success of program.

Worker will maintain liaison with civil rights groups and will consult with National Sharecroppers Fund on matters pertaining to agriculture and government assistance.

MISSISSIPPI: A PLEA FOR THE DESPERATE

In the rich cotton lands of Mississippi's Delta where there is the least change from slavery, Negroes, long under crippling repressions, are moving now for their civil rights at new and additional cost to their lives, their health and what meagre economic security they once had.

Skillful economic reprisals are spreading hunger among many thousands known to want to vote; more hunger is bringing more sickness; more death follows too soon. Sporadic shootings at registration workers and violent reprisals are vicious enough; poverty purposely tightened is even more devastating.

Federal and other programs exist for immediate relief and for longer-term economic aid. But Delta Negroes know only in a vague way what the programs are, and in their desperate and worsening economic situation, have no idea how to qualify and apply for the aid to which, under federal law, they are entitled. Federal application forms do not fall easily into their hands. Local agencies, usually relied upon in federal regulations to formulate and forward requests, obstruct help to Negroes.

Every day brings a stiffening of economic forces arrayed against them. Unemployment, on a general and serious increase in the State's western tier of counties, along the river, is a weapon selectively used against Negroes seen standing in the registration lines. Machines now pick half the state's great cotton crop; Negroes daring to want to vote are last and least hired for hand-picking.

Economic repression takes various forms -- sudden evictions, firings, minimal acreage allotments to Negroes, improper local denial of federal crop loans, refusal to distribute federal food surplus to those acutely in need of it, improper local stoppage of federal training programs for Negroes. Many thousands wind up after the crop is in with punishingly little money and make it through the winter on federal surplus, if they can get it. Last winter in two counties, 20,000 Negroes were near starvation; they hadn't enough clothes. It got down to five above zero; they sealed their rotting shacks as best they could and burned sticks in pails set on the floors.

Illiterate and under-educated as Delta Negroes are, and untrained to compete for jobs in short supply elsewhere, many have left the state in an accelerating migration -- one third in the decade of the fifties. Voter registration workers suspect that the pressures of poverty are being brought to bear to drive out so many that in ten years it will not matter whether those who stay get the vote. Usually reprisals hit hardest in winter, after the cotton is in. This year's crop is early; Delta Negroes expect new trouble to start early also. They cannot face another winter without help.

Washington can help if Washington is asked. Federal programs now have been set up; the money is there to activate the programs. Federal officials, more responsive now to Southern Negroes' economic needs, can be expected to make proper loans and grants once the requests are in.

What's needed is a teacher, a field worker to instruct Mississippi Negroes about federal and other programs and how to apply. He must act as a link between them and Washington. CORE Scholarship, Education and Defense Fund, Inc. is raising the first year's salary for a field worker -- $6,000 plus $1,500 for expenses.

His first responsibility will be to guide Delta Negroes through application for immediate help in the present crisis so that the food will come through for sure this winter, and in sufficient quantity and variety to stop the extra sickness and the extra dying. In churches and stores up and down the Delta, he will assist groups in applying for the many health, welfare and education services that should be available to them. He will enable them to qualify for federal, state and private assistance -- school lunches, aid to dependent children, medical help, loans for the improvement of rural housing, farm loans and technical farm assistance, job training and aid to farmers' cooperatives, which he will help set up. The National Sharecroppers Fund, a specialized non-profit agency with long experience in this field, will provide guidance and support to this program.

Delta Negroes must be told that the help they can get is not charity, that in America they are entitled under existing law to aid, and that private agencies, too, are ready with assistance. The field worker will teach them exactly how to stand up for themselves with dignity. He will help them find a new strength of their own.

As the field worker shows Delta Negroes how to meet the immediate emergency, he will be developing local leadership and the initiative necessary to qualify for longer-range economic aid -- in setting up new factories and new businesses -- that is available through government and private programs. Negro communities can then be helped through the difficult and complicated process of qualifying for this important assistance. That's for the future. That's in the department of hope.

The crisis is now. Delta Negroes must learn now how to save themselves. They cannot go on this way.

YOUR HELP IS NEEDED TO SEND A FIELD WORKER TO MISSISSIPPI

Contributions should be sent to:

CORE SCHOLARSHIP, EDUCATION AND DEFENSE FUND
Room 902, One Union Square
New York 3, New York

(Application for tax exemption pending)

CORE Scholarship, Education and Defense Fund
Room 902, One Union Square
New York 3, New York

April 6, 1964

Mr. James N. Mays
Route 1, Box 196
Leslie, Georgia

Dear Mr. Mays:

Thank you very much for sending us your application for the job of Mississippi field worker sponsored by the CORE Scholarship, Education and Defense Fund. I apologize for our delay in writing to you about this. It is difficult and taking a great deal of time to recruit people for a position by long distance mail, and we have been waiting to hear from various persons who indicated an interest in the job. We are delaying our decision until all applications are in, so that we may carefully and fairly consider all candidates. However, we should be able to come to a decision within the next two weeks.

We are interested in you for this job, and will be writing you again soon about it. At this time, we have a couple of questions about your application, and would appreciate hearing from you right away about these things. To expedite your answer I enclose a self-addressed envelope. With regard to your 1963 employment by C. L. Jordan, are we correct in assuming that you were the operator manager of a farm? This is not clear from your form and we would like to have more details of your work experience. Also, you do not specify whom or what you taught as a teacher between 1960 and 1962. In short, it would be very helpful to us in considering your application if you could explain your employment history more fully, including your work before 1960, why you left these jobs and so forth.

Again, thank you for your application and interest in this important job. We will be writing to you again before long, and, in the meantime, we look forward to hearing from you.

Sincerely yours,

Martha Ann Singer, Co-Administrator
(Mrs. Monroe S. Singer)

CORE Scholarship, Education and Defense Fund

One Union Square, Room 902
New York 3, New York

April 13, 1964

Mr. Plezzy L. Nelson
Route 1
Leslie, Georgia

Dear Mr. Nelson:

We are considering James N. Mays for the job of rural field worker in the Mississippi Delta area. This work is to be sponsored by the CORE Scholarship, Education and Defense Fund. Mr. Mays has given us your name as a reference, as someone who knows of his background, work experience and character.

The field worker will act as a community organizer, and will help the rural Negroes get the government and private assistance which they so badly need and to which they are entitled. The worker must have related experience for this job, but he must also be independent, resourceful and have the ability to work well with all kinds of people. For your information, I enclose a job description and qualifications sheet regarding this position.

Would you please be good enough to write us a letter commenting on Mr. Mays' experience, background, personality, and suitability for this job. As you can imagine, it is very difficult to recruit people for a position by long distance mail. We must necessarily rely heavily on written references. Therefore, we will greatly appreciate it, and I am sure Mr. Mays will too, if you will be frank and full in your description of his abilities and qualfications for this important and demanding work. We are anxious to act promptly on the applications we have, and hope you will write us quickly about Mr. Mays. To expedite this I enclose a self-addressed envelope.

Thank you for your cooperation and help in this matter.

Very truly yours,

Martha Ann Singer, Co-Administrator
(Mrs. Monroe S. Singer)

CORE Scholarship, Education and Defense Fund

One Union Square, Room 902
New York 3, New York

April 13, 1964

Mr. C. L. Ellison
Division of Agriculture
Fort Valley State College
Fort Valley, Georgia

Dear Mr. Ellison:

We are considering James N. Mays for the job of rural field worker in the Mississippi Delta area. This work is to be sponsored by the CORE Scholarship, Education and Defense Fund. Mr. Mays has given us your name as a reference, as someone who knows of his background, work experience and character.

The field worker will act as a community organizer, and will help the rural Negroes get the government and private assistance which they so sorely need and to which they are entitled. The worker must have relevant experience for this work, but he must also be independent, resourceful, and have the ability to work well with all kinds of people. For your information, I enclose a job description and qualifications sheet regarding this position.

Would you please be good enough to write us a letter commenting on Mr. Mays' experience, background, personality, and suitability for this job. As you can imagine, it is very difficult to recruit people for a position by long distance mail. We must necessarily rely heavily on written references. Therefore, we will greatly appreciate it, and I am sure Mr. Mays will too, if you will be candid and full in your description of his abilities and qualifications for this important and demanding work. We are anxious to act promptly on the applications we have, and hope you will write us quickly about Mr. Mays. To expedite this I enclose a self-addressed envelope.

Thank you for your cooperation and help in this matter.

Very truly yours,

Martha Ann Singer, Co-Administrator
(Mrs. Monroe S. Singer)

The Fort Valley State College

Fort Valley, Georgia

DIVISION OF AGRICULTURE

April 15, 1964

Mrs. Monroe S. Singer
Co-Administrator
Core Scholarship, Education and
Defense Fund
New York 3, New York

Dear Mrs. Singer:

Mr. Mays was a student at The Fort Valley State College from 1953 to 1956. Since that time I have known him as a farmer and as a community worker. During this time he exhibited exceptional emotional stability, and has continually indicated his interest in the disadvantage groups.

As a student he was above average in scholastic ability and worked well with students, teachers, and administrative officers. As a student he majored in social science but took additional courses in agricultural science and agricultural economics. Mr. Mays has had extensive experience in farm operation and management. Thus, he has had a working relationship with agencies designed to aid rural people. Likewise, he has, for several years, been connected with and has worked closely with SNCC and CORE organizations in his local community.

tactically

Mr. Mays has the maturity of years and judgment, the ability to organize, and devise programs, however, his ability to communicate effectively and to tactfully solve problems may need further development. This, I think, he has the ability to develop.

The applicant is an industrious, deligent and resourceful worker. Mr. Mays' training in sociology and agricultural economics and his experience in farming and community economic development should provide him with an excellent background for doing an excellent job.

With kindest regards, I am

Sincerely yours,

C. L. Ellison

CLE/pj

— — Call 4/15 - [1964]
- to Zev Aelony in Americus, Georgia
- about James Mays

yes - Zev knows him but not too well - Mays worked at the Pecan Factory there in the Cooperative last year -

— Said Mays was previously a teacher in the Lee County Training School (Negro High School) - a student there posted an essay on Negro freedom on the school bulletin board - the school (white) officials expelled the kid - the students boycotted the school because of this and in retaliation the officials fired virtually all of the staff - including Mays - which is why he left that job -

Zev describes Mays as a "nice guy" - cooperative - speaks well - personable -

→ he said that once Mays knows what he is supposed to do he works hard and does a good, thorough job - however Zev

wonders about his independent
initiative - thinks he has the
ability and knowledge to take
the initiative if he will -

"he takes hold once a problem is
stated - but did not commence
things" - can organize a
meeting, for example, and follow through
Rev noted he is farming now
with his brother in next County
and knows Mays has good
agricultural experience and
training - surely knows
gov. programs
- says Mays cares about people -
dedicated.

- Rev noted that he had not
had much experience with him -
only in certain situations -
so hesitated to say too much -
felt possibly with guidance
- "if he knows exactly what
he's supposed to do in Miss. -"
he would be just fine.
- Rev said he would get in touch
with Mays - tell him about

our conversation - ask him if he is still ~~intere~~ interested in the job - to write to us - and tell Mays we are very interested in him for Miss.

- Zev did not think Cl. Jordan with whom Mays also worked - and who he gave as a reference could really add much to what Zev said - because they worked with Mays in same situations and Zev was sure Jordan had pretty much same reactions to Mays.

Route 1 Box 196
Leslie, Georgia
April 21, 1964

CORE Scholarship Education
and Defense Fund
Room 902 One Union Square
New York 3, New York

Dear Mrs. Singer:

Thank you for your aknowledgement of my application for the job of Mississippi field worker and for your consideration of me for this position. I am sorry about the delay in getting your letter and the answering of your letter.

In relation to my employment history and qualification, I will give a more complete record. I finished the Fort Valley State College of Fort Valley, Georgia in 1956 with a B. S. Degree in Education concentrated in Social Studies. I took some elective courses in agriculture to improve my understanding of the changing agriculture picture. Some of the elective agriculture courses I took were marketing, finances, management, and swine production.

After graduation, I farmed with the family and for myself. During this time, I was working with the local group I mentioned in my application. In 1960, I was hired by the Superintendent of Schools of Lee County, Georgia. I had also been elected president of the Lee County Training School Parent Teachers Association. As a teacher, in September of 1960, I was assigned to teach the eighth grade (Georgia History), ninth grade (World History), and tenth grade (Economics).

During my second year as a teacher and president of the P. T. A., the principal of the

Lee County Training School suggested to the superintendent of the Lee County Schools and the Lee County Board of Education that a student be permanently expelled from the school for writing a theme on the needs of the Lee County training school and placing this theme on the high school bulletin board. The Board of Education took the suggestion of the principal and the student was permanently expelled from the school.

Because of the civil rights activities in nearby Albany, Georgia, during January of 1962, the people of Lee County, ajoining Albany, were sensitive and responsive to injustices. The action of the school board stirred up the community including the parents who were members of the Lee County Training School P. T. A. The parents felt that the school board should know about the parent dissatisfaction with the board action in the permanent expulsion of the student.

The matter was brought to the Parent Teacher Association of which I was a teacher and the president. I expressed my sympathy and support of the parents position in this unjust situation.

For this action, I was not given a new contract along with fifteen other teachers including all of the other nine high school teachers and five elementary teachers.

In regard to my 1963 employment by C. L. Jordan, this was a temporary position to acquire knowledge for a proposed cooperative group. I was not the operation manager of the farm, but the operator manager of the pecan processing plant which is a part of the farm. I was not dismissed but stopped because of personal considerations.

Thanks again for your interest and consideration of me for this position in Mississippi as field worker for I would like very much to do this kind of work.

Yours truly,

James N. Mays

James N. Mays

Route 1, Box 130
Leslie, Georgia

April 22, 1964

Mrs. Martha Ann Singer
CORE Scholarship, Education and Defense Fund
One Union Square, Room 902
New York 3, New York

Dear Mrs. Singer:

In regards to your letter of April 13, 1964 concerning the employment of James N. Mays, I feel that he is well qualified for the position of rural field worker. Mr. Mays has been actively participating in community activities directly related to integration problems here.

Mr. Mays is a person of high standards in his community, and his personality enables him to cooperate with all kinds of people.

It is my sincere belief that Mr. Mays' genuine interest in people, his ability to attack and solve any problem assigned to him, his disapproval of shoddiness will prove to be attributes in his work.

Respectfully yours,

Plezy Lee Nelson

Plezy Lee Nelson

AL44953
GR30284

5/4/64 Call to Zev Aelony.
Morgan

Said he would come over - but never came.
Zev had called him to come over - and then when he didn't show called again and left message with his wife but morgan never called back -
talked to Mays - seemed very interested - seemed to know about work described on our sheet -

So - explained we'd have to give up on Morgan - but would ask Mays to come up to New York - and to tell him if he saw him.

May 7, 1964

Mr. James N. Mays
Route 1, Box 196
Leslie, Georgia

Dear Mr. Mays:

It was a pleasure to speak to you on the phone yesterday, and we are all pleased that you are so interested in the Mississippi rural field worker job and are coming to New York next week.

To confirm the arrangements we made, I have reserved a ticket for you for Wednesday, May 13, on Eastern Air Lines Flight 322 leaving Atlanta at 10:25 A.M. and arriving Newark Airport at 2:26 P.M. As I explained, you should get to Atlanta airport about an hour in advance of flight time and ask for your prepaid ticket on Flight 322. I will meet you at the Eastern ticket counter when you get off the plane at Newark. In another envelope, we are sending you a check for $25, which we presume will cover your expenses until you get to New York. We have arranged a place for you to stay.

I know you must have many questions about the job and about our organization. Rather than go into further detail by letter, we will wait to talk about everything until you get here. The National Sharecroppers Fund people have agreed to give you the technical agricultural information and help you need, and their representative will meet with you while you are in New York.

If you have any difficulty or questions, please do not hesitate to telephone me collect in New York at MA 4-7729.

We look forward to seeing you.

Very truly yours,

Martha Ann Singer, Co-Administrator
(Mrs. Monroe S. Singer)

May 15, 1964

Memorandum to James N. Mays

From CORE Scholarship, Education and Defense Fund

Re: Agreements and Arrangements for Mississippi Rural Field Worker Position

1. Salary - Salary will be at the rate of $6,000 per year, plus automobile, travel and other expenses. Salary will be paid twice a month by mail. Mr. Mays's date of employment will be June 1, 1964, and salary will commence on that date. (In addition, expenses of travel will be paid to Mr. Mays for his training period in South Carolina during the first part of June -- see training item below.)

An expense accounting is to be submitted at the end of each month. Expenses for which SEDF will reimburse Mr. Mays include: automobile (at the rate of 8¢ per mile); hotel, meals and other travel expenses for overnight trips pertaining to the job away from Mr. Mays's home area of work; paper, notebooks and other office supplies; business telephone calls; and charges for typist service when this is required (it is assumed Mr. Mays will write or type most of his reports himself). Mr. Mays is expected to notify SEDF in advance of any extended trips away from his home base, such as travel to conferences.

2. Trial Period - There will be a trial period of six months. If at the end of this period the Committee finds Mr. Mays's work satisfactory and Mr. Mays wishes to continue, a contract of employment for one year will be made.

3. Training -

(a) Mr. Mays will receive training from National Sharecroppers Fund through meetings with their representatives in New York and also by joining their field workers at meetings and hearings on farm labor and rural poverty in Washington, D.C., May 17-19.

(b) CORE SEDF agrees to pay travel costs, hotel, meals and other expenses for Mr. Mays to travel to South Carolina for ten days to two weeks for on-job training with the National Sharecroppers Fund field worker Mr. L. S. James.

(c) If it can feasibly be arranged CORE SEDF will pay expenses of Mr. Mays to attend training sessions for civil rights workers going to Mississippi this summer. It is thought that such sessions will familiarize Mr. Mays with the people and the planned programs for the area in which he will work.

4. Supervision and Reporting Arrangements -

Mr. Mays will be supervised directly by National Sharecroppers Fund on all matters related to farm and non-farm rural ~~people~~ problems in ~~their~~ its area of service and competence, and will give him technical help regarding government farm programs. He will send reports every two weeks to NSF on his work, and will send copies of his reports to the Board of SEDF. On matters other than farm and non-farm rural problems and the day to day work, Mr. Mays is expected to report to CORE SEDF. For example, if he wishes to initiate new programs or becomes involved in areas outside NSF's special jurisdiction, he is expected to consult CORE SEDF.

James N Mays

5. **Advisory Committee** -

An advisory committee for Mr. Mays will be formed to assist him on the job. Two of the committee members will be from the civil rights field. These people will help him to coordinate his activities with civil rights efforts in the area, so that his work and their programs will be mutually effective. The other two persons should be rural problem experts, who can provide him with the technical help needed to do his job.

James N. Mays

May 19, 1964

To: Shelley Appleton

From: Ann Singer

Re: CORE SEDF--Mississippi Rural Field Worker

1. As I told Miss Seamon the end of last week, CORE SEDF has now hired James N. Mays as its rural field worker in Mississippi. Rowland Watts and Mrs. Pearl Willen, who comprise the Board committee set up to make the decision on this matter, met with Mr. Mays last Thursday and decided to hire him. I enclose a copy of the agreement we made with Mr. Mays. I also enclose his federal tax withholding certificate and the forms required which enable us to provide him with social security benefits. (Some information is needed in order to complete these forms -- i.e., his Mississippi address and employer's identification number -- and I will get this for you as soon as possible.)

There are a number of details which must be worked out before we send Mr. Mays his first pay check on June 15th, and I will discuss these matters withMr. Spitz when he returns. The only money we may have to send to Mr. Mays would be an before June 1 advance of perhaps $40 or $50 for the expenses of his trip to South Carolina for training. He is to let me know about this, and I will in turn ask you to send him a check. Mays plans to go to South Carolina on May 31, and will let us know next week if he needs this advance.

~~2.~~

2. While Mr. Mays was in New York to be interviewed for this job, I gave him my personal check in the amount of $28.00 for his travel expenses and meals in Washington, D. C. (see agreement). We had agreed prior to his coming to New York that we would pay such expenses for him. I would appreciate your reimbursing me for this outlay.

3. Also enclosed is my phone bill, indicating three long distance calls made by me in connection with recruiting the field worker for CORE SEDF. The total amount is $16.25 and I would appreciate your including this in my reimbursement.

May 22, 1964

Mr. James N. Mays
Route 1, Box 196
Leslie, Georgia

Dear Mr. Mays:

We are all surely pleased that you have accepted the Mississippi rural field worker job. Your stay in New York seemed a little rushed, but I hope it was helpful to you in starting your new job, and that we answered most all of the questions we could at this time.

Our accountant does not return from vacation until next Monday, and so I have not been able to establish the $100 revolving fund we spoke about or to work out various other matters. However, I have notified our treasurer that you may need a salary and expenses advance before you leave for South Carolina June 1. Therefore, although your first salary check is not due until June 15 and while we do expect you to submit an expense account for reimbursement from your South Carolina trip, we will be glad, as agreed, to lend you money in advance against your first salary check and expense accounting. Therefore, if you need this advance money, will you please drop a note to Mrs. Sachs (Mrs. Richard C. Sachs, 23 Garden Place, Brooklyn 1, New York) and tell her how much you need and she will send a check right out to you. (I am asking you to let her know, because I will be away on a trip next week until May 31.)

Incidentally, we presume you received a refund credit slip when you got your air ticket from Washington to Atlanta (since that fare was less than your New York to Atlanta fare). This should be returned to us so that we may deposit it in CORE's travel account.

We still do not know exactly where the training sessions for Mississippi civil rights workers will be, but Mrs. Sachs is finding out and will drop you a note about this next week.

One other thing, Marvin Rich has asked that you send a photograph of yourself for our records here, and hope you can provide us with one soon.

We are looking forward to hearing from you with regard to your plans and so forth. In the meantime, we send best regards.

Sincerely,

and this was my place of abode for the two weeks I was in Columbia.

On the second of June I met the people at the office and I was right away accepted as a regular member of the office and I was off to work. Mrs Alice Spearman, whom I met last September at Frogemore South Carolina Community Center put me at ease. I talked with a few people and I saw the things that peopl in Columbia took for granted are the things in Southwest Georgia were not about tobe. The racial climate around Columbia is fairly good for South Carolina and it is good compared to other part of South Carolina. The people and place are similar to Atlanta, Georgia; and like the people of Atlanta, the people are ahead of the State's National Politicians.in race relation and I think this is always bad f or leader to be behind the people instead of up front leading. This impression was futher substanuated by my trip to Canden and Pageland South Carolina. The situation though is never as bad where Negroes are a minority but were Negrose are a majority the racial relation is mostly bad. Orangeburg, South Carolina where the State College for Negroes is located has bad race relation.

I talk to farmers who had been helped by Mr. James in the getting of farm operating loan f rom the FHA. These people were happy with the services render by Mr. James special effort when the FHA was not so eager to make the loans. The people were very happy with the service.render. There are two cases where the people have not been able to get any help from the FHA and the reason seem to be a case of discrimination in both cas es definited in the other case. The State office of the Farmer Home Administration director say he think he will be able to help one of the cases.

We went to Camden where a STEP School was operating on an integrated basis and everybody was happy about the school and the way relation was going on at the school.

I went to Pageland where the ARA has set up a clothing factory and the plant is predominantly owned and operated by Negroes. There is a white supervisor to help with the machines. The personnel seems to be very proud of the plant and the operation.

On our way into Columbia we passed through a little place called Elgin, S.C. and the name of the town was changed from Elgin because the Elgin Watch Co. has put a factory into the town. The personnel manager was young, energetic and full of foresight. One of the good things about the most of the big plants in Columbia and all of the plants we visited were Members of the President's Committee on Equal Employment Opportunity. This plant I think hired people based on the applicant's application and qualifications and how the local employment agency handles the application. The plant gave allof their employees some training and the personnel manager says he is interested in the person who can help Elgin make good watches. OXX

On Friday we, Mrs. Speariman, Mr. James Huston of Washington and special services went to Denmark, S.C. to a bimonthly district meeting, The meeting was a report on how people were using the retraining program and how the classes are XXXXXXXX coming on. The people seem to feel that the Step School is making a concerted effort to train people impartially.

Mr. Huston gave a forceful talk on the XXX Poverty Bill and what the passing of the bill would mean. This too was taken very well by the people. The bill means that the XXXXXXXXX government is going to helpthe people it set out to help. The people left feeling that there is hope in the future for those who want to help themselves with the help of the federal government. The meeting was conducted well. A course was as good as it can be. We closed the meeting with knowledge of an effort being made to make life better for people who have been left out of the real mainstream of the good things of life.

Rev. JamesRuffin, of Como, isa liberal white who is stable in his action about the Mississippi problem. I am told he is a good man to have working with me in trying to get social change and better conditions.

Mr. Earle Fly, a businessman who gets no pleasure from the many social injustices that are appart of life in Mississippi, wants people to do their share without endangering his boat.

With people like this as a nucleus, this seems to be the opportunity to work out to all parts of the state

The namesare not to be used in any kind of publication at this time for the good of all concerned.

After the meeting with the minister, I left Columbia for Oxford, Ohio.

A REPORT ON ACTIVITIES AT THE MISSISSIPPI SUMMER PROJECT ORIENTATION IN OXFORD, OHIO

I arrived in Cincinnati and on to Oxford, Ohio, at Western College for Women and moved into very good quarters.

Theorientation started Monday, June 15, and the people that volunteered were in form as to the conditions in Mississippi, and the program that COFO is expecting of the volunteers, their relationship with the Miss. staff, etc.

After the basic orientation wasover,the various groups went about getting information about their area and project and along with this the various experts consultants in the various fields came in to tell us that nonviolence must be a way of a few deaths over a large massacre. That your Constitutional rights mean nothing on a dark road with a policemen or deputy who cannot read, and that the Justice Department cannot protect citizens in Mississippi because of the law. Someone said that if you are prepared for the worst you have an idea of what might happen in Mississippi.

There were some experts in different areas, and Bayard Rustin was one of the ones that came to the orientation. He spoke with understanding and an air of practicality about it. This was truly an inspiring speech. I work with the group who was to work in the white community the first week and the second week I worked as a consultant to the people who were in the summer project and working on federal programs. The group of volunteers are really fine people, but there is a problem of communication with the persons in charge. I think the problem will work its way out as I get to understand the way the man operates.

I could not be made a member of the staff. I guess you have to earn this position or be a member of COFO and you say I am definitely not.

and because of the experience we had here and the lessons learned the next orientation might be just as good or better, but it will not be like this orientation.

Saturday, June 27, I am leaving for Jackson, Miss. It was good to have been in the summer project orientation.

June 10, 1964
Research Report for
Special Service of
U.S. Government
Mr. Hueston

Mr. and Mrs Hubert Westberry of Vance, South Carolina is the head of a family of four children and eight grandchildren that live near Vance, S.C. on a real small farm with five acres allotted to cotton. The Westberry family condition is a peculiar case because of all of the circumstances around the Westberry family. To say that the Westberry family is peculiar is not to say that there are no other families in the poverty stricken condition the Westberrys find themselves in; nor is the Westberry family the worst off family in the area. The W family is part of both, but is not totally either, for the W's are a family that might be suffering from malnutrition, exposure from the lack of clothing, and sickness because of the lack of funds to get medical services; but in spite of all of this the house is attractive and clean, the children are alert, clean, and inspiring. These are people who don't need help for help's sake, but just need an opportunity to help themselves. Instead of the run down shack, untided people, children and adults, that is usually associated with people of such low income, the W's live in a neat old block house that is well kept, with no running water, but the yard and surrounding are clean andwell kept, the livestock are in good condition, and a good breed of hogs in the lot. The house had paint on it that is in good condition. Most important of all is the attitude of the people, the fact that all the children in the household are interested in school, alert, and love to go, and Mrs. W is pride to the extent t at she is really ashamed of the condition and try to conceal the depth of the condition. But the W family want an out of the present condition.

The W's live on the home place of about ten acres of land, including the farm house, that is heavily mortgage, and the mortgage is owen by a large plantation owner, who until this year needed a large amount of seasonal cheap labor. The mortgage holder control the every action of the family head. The mortgage holder is practicing peonage in a refine way. The family love the home house, the land, and the farm, but the farm is not able to support them and the family has to have other jobs.

The mortgage holder will not allow the head of the house to work with anyone off his farm, even though he only pay Mr. W fifteen dollars a week ($15.00) when Mr. W makes a full week and sometime there is not a full week's work for Mr. W. The children can only work on the mortgage holder's place seasonal or the family will have to move out of the home house, the house the Mrs. W love so much. The mortgage on the land really have the W's tied to the mortgage holder as a slave. The mortgage holder control the a amount of work otherwise the people will be able to pay off the mortgage.

Mr. Hubert Westberry the only member of the family working, who works for $2.50 a day is in poor health and the doctor has advise Mr. W not to work, knowing that the employer lets Mr. W drive a truck on the farm. The remaining member of the family who live on the place can only work part time on the mortgage holder place at a very low rate of pay. The W use as evidence that the mortgage holder do not want the member of the family ~~who~~ to work off his place the fact that everytime the children work off of the mortage hp;der place even when his work is finish he complaint and use up their time in some totally unproductive work on his place.

One of the children who is a high school graduate is in bad health with a stomach illness that is probably due to diet deficiency and improper medical care. This further points up the fact that small farmers and farm owners need help that they are not getting now.

Theolder children who got full time jobs and families had to leave home and the family place because they had full time employment outside of the mortgage holder farm, but four children ranging in age from 17 to 23 years of age have to work only part time for the family to remain in the home house.

There are eight grand children that make a total of fourteen member of the household that must exist on an income of $50.00 per month and half of the income of five acres of cotton. The Westberry is a family of people with lovely disposition, interest and desire to some know better their condition a and live in the home they love, and live well. These are people who do not want to be majestly lifted out of there poverty to a utopia but like very much to have the opportunity to work and make for themselves a decent living.

The member of the Westberry household are as follows:
Mr. and Mrs. Hubert Westberry

Four Children	Eight grandchildren	
Bobbi Westberry	Jacklyn	Allen
Vernell Westberry	Bobbie	Kenneth
Ruby Westberry	Glora	Delorce
Ruth Westberry	Shirley	Joan

** ** **

June 8, 1964

My work in the form of training begun at 9:00 as Mr. L.S. James and myself went to the General Electric Corporation Plant out side of Columbia South Carolina and had a talk with the personal manager about the policies and practices of the G.E. Capacitor plant in regard to their hiring policy.

The personnel manager was nice, cordial, and a good southern gentleman. He asked for our credentials and proceeded to tell us of the practices of the plant since 1937.

An important fact about the General Electric plant is that the Company is a member of the President's Committee on Equal Opportunity. According to the personnel manager the plant has not discriminated in its hiring policy since 1937. (This I found hard to believe, since less than one per cent of the labor forde above menial jobs are filled by Negroes.) The problem, according to the personnel manager, is that Negroes are not qualified or prepared to take advantage of the industrial opportunity now available to them.

I asked Mr. Ferguson, "don't you think that the segregated ill-equipped school the Negroes had to attend from high school through college was responsible for the poorly prepared and unprepared people?" I further stated that the Negroes' schools in South Carolina, both high schools and colleges, have no facilities nor courses to prepare the students adequately for the jobs.

This is where the southernness came out of the good southern gentleman. In answering my statement that in fact the Negro high schools and colleges did not have well-equipped laboratories for physics, other sciences and business to prepare students for jobs in industry.

Mr. Ferguson said that was not the case because the South Carolina State College for Negroes at Orangeburg, South Carolina, had the most modern dining hall of any school in the state of South Carolina.

Tell me how a dining hall, completed two years ago, can help in the past, present, or future the student to operate an IBM card machine? We changed the subject because we were in the personnel manager's office for a nice chat about the policy.of the G.E. plant. We ended the meeting, and Mr. Ferguson had not changed his air of an important,white, southern gentleman.

To show just how fair the policy of Mr. Ferguson is, he is making a special effort to help in the training of and hiring of one of the best two students of Richland Tech, who is a Negro in an integrated school. The plant is becoming more liberal in its policy of hiring people according to their qualifications and not according to race.

At Allied Chemical also just outside Columbia, South Carolina, we talked to Mr. L.M. Hull. He was at least 15 years younger than Mr. Ferguson and the practice of the plant was much more modern because the employers of the plant represeted a much more diversified group of people than the G.E. plant. The personnel was more integrated on all levels and the plant helps train all of its personnel, and the qualifications did not include being of blue blood when you are from a red blooded family. But there is also room for improvement at Allied Chemical, and Mr. Hull is making it.

June 9

I went to Vance with Mr. James and Mr. R.B. Blackman, who is a real South Carolina patriotic Negro who walked into a Ku Klux Klan meeting that was discussing killing him and made a bold statement. The KKK and other groups were going to run him out of South Carolina. The meeting was broken up by a mysteriously fired shot which hurt no one but did break up the KKK meeting. Mr. Blackman is a great man and very interesting to talk to. He told of many sad and interesting stories of his experiences in South Carolina. He helped us a lot in getting information to help pass the anti-poverty bill now in Congress. This is the mostfar-reaching economic bill ever sonsidered by Congress on behalf of needy people.

July 10

I read reports in the office of Mr. James about the land and went out to the farm of Mr. Salberry out from Kingtree, South Carolina. These people had a large modern operation. A Mr. Demery of Kingstree is also very active in helping to get people registered for work as well as for training or retraining. Where there is local leadership like Mr. Demery, things do change.

Mr. Demery said that in one week more than 200 Negroes left Kingstree for points north with no skills and very little more opportunities in their destination than in their place of departure. This is truly a dilemma for people of little skill.

Personally, I think that there are more opportunities in the South for the unskilled workers in the South than in the North. I am particularly interested in truck farming as a means of hiring a lot of people.

On Friday, June 12, I had a very important meeting with the chaplin at the Columbia Baptist Hospital. At this meeting, which was set up by Rev. U.A. Bowdler I was introduced to Rev. Larmar Barnett, who gave me the names of some important people throughout Mississippi. These people want to help improve the relations between the races and the economic condition of the Negro.

Rev. Barnett talked about the areas of northwest Mississippi which are fairly liberal and enjoy a high per capita income. Como Mississippi and this area have a number of influential people who have for a long time stood for moderation and have worked for social justice between the races.

— in response to my letter
Mays called collect 6/10/64

yes he is having profitable stay in South Carolina and will go to Oxford, Ohio by noon Friday. Been very busy.

— asked me about scholarships — he had particular girl — music student with no civil rights experience wants to come to New York — we agreed it wasn't likely our committee would be interested and he is going to ask Elaine Slater to help since she expressed interest in this kind of thing.

Send → I did, however, agree he should have a few scholarship applications in case he encounters interested young people.

he does not yet have a car

he said Hansen or someone from National Council had asked him — because of his background

and experience if he would stay
for *all* the Mississippi Summer
workers training sessions as
a 'Consultant' — I told him
No, I did not think so since
that was not his job and
we were all eager for him
to get down to Mississippi, etc.
He agreed.

– Mays brought up matter of
Summer workers in Mississippi
doing some 'case finding'
for him — esp. people who
need welfare and so forth —
people he might not otherwise
know about. [I did not
quite understand what he
was talking about —
but since we were on long
distance did not want
to get too involved in
lengthy discussion.] I
understand that he wants
to help people apply for OAA
etc. — esp. where they can't
get crop loans or other help —
but could not see these Summer

workers all over the State turning 'cases' in to him to follow up on. He wanted me to pass this request along to the people up here, and I said I would speak to Jac, Marvin et al, but thought he would be in an excellent position to talk directly with the trainers and staff when he went to Oxford.

— he said he will soon send in expense accounting

— told him he better drop me a note
→ as soon as he got to Oxford re where to send his salary check since I thought it was a little risky for me to send it to a place where no one knew him — He agreed and will let me know.

By Thursday - 6/11 - Jac had had a very good and encouraging letter from Mays which he read to me - it answered the one neither Jac nor I was sure Mays had received

6/11/64 and 6/12 (?) [1964]

Conversations with Joe Wasserman re Mays —

— Joe agrees with me that Mays cannot do all this case follow up re OAA, relief etc. that I told him Mays inquired about — However, he did say that they (NSF) was attempting to get its workers to help people in their areas to do this — and NSF needs further information about how to apply and what the local offices do to roadblock this and what the abuses are so NSF can send instructions to their people [Believe Joe mixes up social security and welfare titles.] Told him E. Wickenden had told me Nat'l Council of Churches had looked into this and that she's an expert — Joe will ask Nat'l Council about this and asked me to call Wicky for information and ways of improving situation — wants

evidence of abuses etc. and how
to get around these, we had long
inconclusive conversations about this.
→ agrees with me Mays must
not stay on for all the
training sessions - will call
Hansen about this (Hansen had
not left yet on Thursday.
He will also write Mays about
his case funding request and
other things

6/12/64

Mays called again - this time to say he had been held up in South Carolina for an important meeting with Mississippi people and now - (3PM Friday) wanted me to arrange for him ~~to fly~~ to Oxford for the training Sessions - the airline would not take his personal check etc.

→ I hurriedly called Clara Coleman for permission and then worked out with Ambassador Travel to wire airlines in Columbia that his ticket was paid - believe this was all taken care of and that Mays made it to Ohio by 8:30PM this evening. Cost for flight was $44 +

June 14, 1964

Dear Mrs. Singer,

I am here in Oxford, Ohio at Western College for Women and the Orientation session is under way. This is a real nice place and I think we will have a good session. I was not able to get here Friday by noon. I think all the delays were so that I could meet some interesting people who can help me directly, indirectly and personally in connection with my work.

Friday morning I had a conference with a Rev. Lamar Barrnett, a native of Northwest Mississippi and a second cousin of Gov. Ross Barrnett of Miss. I got some very specific information about the area around Como, Miss. and some names of important people in the area. Mr. Jack Howard Barrnett, the father of Rev. Barrnett is a businessman and I think also a farmer. Rev. James Ruffin, white, of Como is a liberal and stable.Rev. Fey Roger of Jackson is head of the State Mission Supt. Extension Services of Jackson , Miss.. There was a Nagro farmer of Watervalley near Como who is respected among the white and Negro of this area. There was also a Mr. Earl Fly, a white banker, who is liberal. We went in to some detail on the personality of these people and how they might help me and why they might not help me.

I am anxious to tell you all about the meeting and the discussion, but there are some other things that I want you to know about.

As I am going to be going to Miss. soon, I want to have some official credential. We know or believe that I will do better to represent the National Sharecropper Fund in most cases in Miss. However there will be cases when I will need my CORE Scholarship credential. And there will be cases when both will have to be shown. You are aware of the reason for this and I hope you will give it some serious thought while I have the photographs made and sent to you. This will be done this week. You might send me a temporary card immediately in case I leave this weekend. I spoke to Jack in my letter last week about the National Sharecropper credential.

I am very concerned about bond money. As you know Mississippi officials are sensitive to everthing and everybody this summer. I do not exspect to get into jail, but I do want everything arranged in case I do so I can get out as quickly as possible without having to wait in jail while things are being arranged. I would like to hear from you on this matter right away, please.

Last, but , important, a check is in order. My salary will cover my needs and expenses at this point and I will file my expense account later. Please send it to James N. Mays, Western College for Women, Summer Project Orientation, Oxford, Ohio. What have you found out about insurance for me in a group insurance policy. I will check with Dave Dennis as soon as he gets here on this.

It has been a pleasure writing you. You will be hearing from me soon as well as getting my reports.

Yours very truly,

James N Mays

James N. Mays

after talk
with Bar
and Spitz -
we agreed o
thing we a
required an
do is to ded
social securit
and federal
withholdings
- at this time
what about quar
payments of s

June 17, 1964

Mr. James N. Mays
Western College for Women
Summer Project Orientation
Oxford, Ohio

Dear James:

Your letter from Oxford was forwarded to Nannette Sachs's home today. I guess you do not know that 1 Union Square is only our mailing address, not an office, and that all mail must be forwarded on from there, and this adds at least one extra day for delivery. Therefore, you will get faster service from us here if you write directly to me at 15 Willow Place, Brooklyn 1, N.Y.

Your salary check in the amount of $209.14, for the first half of June, is enclosed.

I gather that your flight from Columbia to Cincinnati worked out all right. It turned out, at this end at least, to be a simple matter to have word wired to Columbia that your ticket was prepaid. When I spoke to you I really did not think it could be worked out so quickly.

Enclosed also is a letter which I hope will suffice as a temporary identification paper until we have a more official looking and permanent card made for you with your picture. We will work on this and send something to you shortly after we receive a photograph from you. I'm not too pleased with the wording of my enclosed letter -- perhaps you can give me a suggestion or two as to what you think is important to have on your identification card.

We will also have information for you shortly on the bond money situation, the group insurance, and other matters. But to be certain you get your check and this letter before you leave Oxford, I will close now and get this in the mail. Let me know where we can write to you after you leave Oxford. In the meantime, we send best regards.

Sincerely,

Martha Ann Singer
(Mrs. Monroe S. Singer)

June 17, 1964

To whom it may concern:

This is to introduce James N. Mays who is the field representative of the CORE Scholarship, Education and Defense Fund. Mr. Mays is a full time, paid employee of the Fund, and is sponsored by the Board of Directors of this organization.

We shall appreciate your courtesy to Mr.Mays.

Very truly yours,

Martha Ann Singer, Co-Administrator
(Mrs. Monroe S. Singer)

June 27, 1964

Ann,

am on my way to Mississippe
g fine after a second
k in Oxford and a proofitial
week this was. The
t week I learn about
movement and Mississippi
how I could get around
Mississippi. The second
I work with a group
people who fimiliarized
n selves with Federal
grams that I will be
king with and how
an cooperate without
g thought of as a memba
COFO.

The people agreed
help me fine case that
ed my attention and to
form people of the

of the works I will be doing
how I can help them.

The groups is a real g
mature groups and had
real feeling for the
situation they plain t
be working in

I tell you because
is the real truth that I
disted a very informit
and interesting session, th
every one enjoyed bein
We had some farmers of
Madison County and H
County Mississippi at a
session that really puts
to Mississippi.

The groups has a rese
stuff that I will work
directly with for inform
The groups is all white a
the local Negroes will be us

Jac's daughter was in the group
and it might be good for you
to get her impression of the
group. My impression was
a good one

I will be calling you
as soon as I get set up
in Jackson I have a
place arrange it the
one's I had suggest to
me in Washington so
I wont have any truble
finding a place

I am in Kentucky now
on my way

[June 1964]

Western College for Women
Orientation
Oxford, Ohio

Dear Ann,

I was alset to leave Oxford and a member of the Mississippi came to Oxford form Mississippi and ask for a groups to work on Federal program and I am to work directly with these program. I is very important that we get some kind of understanding about the way the groups will work.

The success of my work in some places for a longtime will depend on how the people works.

I will keeps informed James

6/30 [Ann Singer]

Oxford, Ohio
= Lvs to Mississippi
in Jackson —

1142 Biloxi St.
Jackson, Miss.
care of S. L. Logan

Got in yesterday.

Send him a list of people
he could call in emergency
+ tell them you're giving
out their name.

Dave Dennis in hospital —
Still - says Mays
Mays is temporarily in
Jesse Morris' office.

hospitalization
etc.

find out details of Mays check
which bounced — Do we deduct
it up here?
He said the IRS put a lien on
any of his assets ??

tell him about his pictures being developed — tell him something about our
other activities.

FOR THE ADVANCEMENT OF ALL AGRICULTURAL LABOR
NSF
SINCE 1937

NATIONAL SHARECROPPERS FUND
112 EAST 19th STREET • NEW YORK 3, N. Y. • GRamercy 3-0284
c/o 1330 Laurel Street
Columbia, South Carolina

July 3, 1964

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project director
L. S. JAMES
South Carolina representative
ALLEN YANCEY, Jr.
Tennessee representative

Mrs. Monroe Singer
15 Willow Place
Brooklyn 1, New York

Dear Mrs. Singer:

I have been instructed through our office in New York that they were advised by Mrs. Sachs of the CORE Scholarship, Defense and Education Fund for me to redeem the enclosed check of Mr. James Mays, which was returned because of insufficient funds.

Mr. Mays gave this check to the lady who furnished him board and lodging while visiting here in our state for two weeks to study our rural work and services to rural people. I advanced the money to cover the check and I understand that you will reimburse me.

You will see that the total amont paid was $40.00. I thank you in advance for your attention to this matter.

Sincerely yours,

L. S. James

L. S. James
Field Representative

LSJ/mh

Enclosure: check

The National Sharecroppers Fund has worked for over twenty-five years to bring economic and social justice to Southern sharecroppers and tenant farmers and to migratory farm workers.

490

July 9, 1964

Mr. L. S. James, Field Representative
National Sharecroppers Fund
c/o 1330 Laurel Street
Columbia, South Carolina

Dear Mr. James:

Here is a check for $40.00 to reimburse you for the money you advanced to cover Mr. James Mays' check. We regret it was necessary for you to lay out this money, and feel some embarrassment over the matter. In any case, we appreciate your taking care of paying the lady who provided lodging for Mr. Mays.

Mr. Mays has reported to us that his experience with you in South Carolina was extremely valuable and that you were helpful to him. Thank you so much for your assistance. I feel sure you will hear from Mr. Mays.

We wish you every success in the important work you are doing.

Very truly yours,

Martha Ann Singer, Co-Administrator
(Mrs. Monroe S. Singer)

bc: James Mays

July 9, 1964

Mr. James Mays
care of S. L. Logan
1142 Biloxi Street
Jackson, Mississippi

Dear James:

Sorry it has taken me so long to get this letter to you. I have had a number of CORE SEDF affairs and some personal matters which have kept me very busy.

We are certainly pleased your training was profitable, and that you are meeting people who can be helpful to you. Don't feel pressured or rushed to "get things done" -- take your time, meet people, and think about how to organize your work.

1. Regarding your question about bond money in case you should be jailed or picked up -- as I told you on the phone there is really no specific arrangement we can make because we have no idea what would be required in such an emergency. However, please be assured we will get money to you quickly and help you in every way possible should a crisis occur. For your use I am enclosing a list of our board members and have marked those who know most about your work and could be helpful to you. Incidentally in case you do not have Jac Wasserman's Atlanta address: 124 Lafayette Drive N.E., Atlanta, Ga. 30309.

2. Enclosed also is a copy of a self-explanatory letter to L. S. James. He wrote to the Sharecroppers about reimbursement, and they in turn asked me to send him the money. James, I'm sure I don't need to tell you that one of the quickest ways to ruin a good reputation is to write a few bad checks, whatever the reason. It puts you in a bad light, and,certainly, CORE SEDF, as your employer, doesn't approve of it. Actually, the lodging in South Carolina is an expense which we pay for anyway, so, although you should note this expense on your accounting sheet, it will have been paid by us from here. As I indicated in my letter to Mr. James, you should write him, if you have not already done so, not only about the check but to thank him for his help.

3. Still with regard to finances, I hope to

receive an expense accounting from you very soon. You should not let these expenses accumulate for more than a month. The amount becomes too high, and it gets too complicated for review. Of course, we are expecting a bigger and more complicated expense accounting for this first month because of all the travel, training, etc.

4. To go on with money matters and so forth, I hope you understand about the photographs. We felt that $15.00 was simply too much for what we assumed were to be standard identification pictures. We can, of course, understand the SNCC people's needs for funds, but we have pressing needs here too. We assume that you paid for the photographing, and we are having the film developed here. In fact I have been expecting to get the pictures from the photographer and hoped I would have them today to send -- will send your prints as soon as I receive them here. It will be nice for you to have them -- I never seem to have an occasion to have pictures taken and always wish I had a current one. I will also see to the identification card as soon as I receive the photos.

5. Again about funds, whenever you are settled to some extent and are ready, I will send you a check for $100.00, which will be the revolving fund we spoke about. You can then draw from this as you need it, instead of having to lay out your own money. Of course, you will have to account for it and we will keep reimbursing the fund money.

6. One more word on money, it occurred to me when I got this month's phone bill, that we could save quite a little if you telephoned me in the evening. Since I am still pretty much doing the SEDF work at home, when you telephone why don't you call after 6 P.M. your time. Or better still, if it's not terribly urgent, why don't you take advantage of the station-to-station rate after 9 P.M., which is very low. You can simply call collect station-to-station in the evening, and if I'm not here I will just tell whoever is here not to accept the charges and you'll know I'm out. However, please feel free to call me anytime of day if it's important.

7. Once you mentioned that you might come across students who would be interested in applying for a CORE SEDF scholarship. For your use and information, I enclose a couple of application forms, two

recommendation forms and two sheets explaining the criteria for the scholarships.

James, I honestly didn't mean to go on so in this letter about money matters, and I apologize for all the detail. However, I think it's better that we have as specific understanding on all this as we can and that I write about these things as they occur to me. I will close now in order to get this letter right out to you today.

I will write to you soon again and answer some of the questions I know you still have on your mind. And I hope we will hear from you shortly. In the meantime, we send our best wishes to you and hope things are going along well for you.

Sincerely,

Martha Ann Singer

Georgia Council ON HUMAN RELATIONS
• 404/525-6468 • Atlanta, Georgia 30303
5 Forsyth Street, N.W.

July 14, 1964

Mrs. Ann Singer
15 Willow Place
Brooklyn 1, New York

Dear Ann:

I heaven't heard from James Mays since I saw him at Oxford, Ohio and don't even have an address for him in Mississippi. I hope that does not indicate that he also has not written to you. I think our arrangement was that he was to send each of us a copy of his correspondence with the other.

This disturbs me as I have just received a letter from H.L. Mitchell in Louisiana that Mays wrote and urged him to come to Jackson immediately to help organize farm workers! Mitchell was not able to go (even if he wanted to), but the idea of Mays getting involved in organizing farm workers in Mississippi, without consulting us and before he was in the state long enough to get his toes wet, seems to indicate that he needs a lot more "orientation" and guidance than we were able to provide.

I hope that if you have an address for him and that you will write him in this matter and also ask him to write to me at the above address (I don't have have my own stationery as yet, but I have my office at the Georgia Council).

Sincerely,

Jac

Jac Wasserman

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Mr. A. J. McClung, Second Vice-President
Mrs. Harry V. Richardson, Secretary
Mr. Johnny Glustrom, Treasurer
The Reverend Oliver W. Holmes, Associate Director

1142 Biloxi St
Jackson Miss
July 14, 1964

Dear Jac,

I am in Jackson doing fine although I have been real busy for the last few day getting set up. It was not easy to get set up in an office and a place to live, for the people in part are sceptical about people working with anything that is differ from what is or what the people of mississippi want.

I have found andpartment that is just what I need and at a special rate because I am helping to make things better. The place is unfurnish other than hot water heaters, ful baths sink for kitchen. Lights, water and gas is to be the tenants, me, bills. I like the city of Jackson and I think I am going to be able to do a good job.

As you know I stayed in Oxford the secound week and I think the other time in Oxford

SNCC people who listen to me at times. I must say I felt rather bad about the way the Federal Program got started and the kind of Orientation the SNCC people were getting and how I was going to work with these people boss but slowly we are getting a good working relationship with the boss and I had a good understanding as well as relationship with the volunteers.

I am sure you know that Peggie was in the Federal Program and she too was subjected to my kind of orientation and I found her to be, strange kind of good person. I say strange to denote nothing more than something I do not fully understand, and you know that means nothing too for I only knew her a very few days. I stay agian that she, Peggie was a good person.

The volunteers are realy going wild over the Federal programs and what they can do. I am being use as advisory to the many groups that are working in the are. Some progress have been made an the farmers are aware of the fact that the traveling agitators as the White Citizen Council call the volunteers, have been in Mississippi the volunteers call a meeting and the FHA supervizer and the Soil Conservationlist was at the meeting and the fact was known that the COFO workers call the meeting. I attended the meeting and the agencies gave their full coperation in the given out of information of the work of their office and promiss their full coperation in future work with the farmers. The meeting was a success.

I suppose you have for me a world of material that would be usefall to me in many areas. The five groups of SNCC workers in the various counties and about four other independents groups of worker are needing some material to learn more about the program. I am getting the information myself good now, but there is a lot I yet need to know and material I need asesoto.

The Civil Rights Bills I would like to have some records off and the poverty bills and what ever else you think will be useful to me. If the sending of a large amount of this material for distribution is a lot of trouble I can come through Atlanta and pick the material ups by the end of the month. Some copies of development coperation By law are very good and useful for these will be the basis of orginization for community action. I have been out in the country around Madison County out from Canton. Some of the people are ready.

What ever you might send and my mailing adress and phone number is here in enclosed James N May 1142 Biloxi St Jackson Miss. I have not moved to the place I found yet, but I well let you know, the phone is 353-~~[illegible]23 2 2[illegible]~~ 2023 area code 601.

My report is coming I James.

(15 Willow Place, Brooklyn 1, N.

July 17, 1964

Dear James:

first ?

Here is your check for the last half of July. I know it is a little late; it was slow in reaching me because of a mixed up address.

James, I have been looking in the mail each day expecting a letter from you, detailing your activities and plans (however tentative they are) and enclosing an expense accounting. If you have not written to me by the time you receive this, please write immediately or telephone me collect so we here may be better informed.

I had a letter from Jac Wasserman who says he has not heard from you at all since Oxford. You recall our agreement is that you report to him by mail and phone for help on the job, and send us copies of any written reports. Perhaps you did not have an address for him until I sent it last week. His office address now is: Georgia Council on Human Relations, 5 Forsyth Street, N.W., Atlanta, Ga. 30303 and the phone there is 404 525-6468. I believe it would be more useful for you to telephone him instead of me when you receive this letter (charging it to your expense account) -- especially if you do not have anything in the mail to either of us. Then, after your talk with Jac, perhaps he can drop me a note or call me collect.

Hope this finds you well and happy. Please be assured that Jac and all of us here will do all we can to help you -- we are well aware how difficult your job is.

Sincerely,

Martha Ann Singer

(15 Willow Place, Brooklyn 1, N.Y. MA 4-7729)

July 17, 1964

Mr. Jac Wasserman
care of Georgia Council on Human Relations
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Jac:

Thank you for your letter. I was a bit distressed to receive your news (or lack of it) regarding James Mays. Enclosed are three self-explanatory letters (one of which indicates his address -- I have no phone number). The handwritten note is my last written communication from Mays, but he did call me on June 30 to say he had arrived safely the day before, to give me his address, to ask about his check and various details (mostly money matters -- see my July 9 letter to him). I have not heard a word from him since June 30.

Actually, it doesn't surprise me too much that you have not heard from him, but his letter to H. L. Mitchell does surprise me. Jac, you will simply have to go over to see him in August and do what you can to get him organized. Please plan on it, and I will see to it that you get the $100 or so that you need for the trip. It is clear to me that plenty of supervision is required for Mays, and that it is false economy not to provide him with all the help we possibly can. Indeed, the whole project may be lost if he doesn't learn what to do and get organized. In this connection, I think you should feel free to telephone Mays or me whenever it is useful, and to charge us for those calls if your budget doesn't cover them.

Of course, I know we both acknowledge that Mays has an extremely difficult job in the worst area of the country, and we will simply have to give him some months to get his feet on the ground. At the same time, however, if he starts by going in all directions at once, learning a little here and a little there, meeting this person and that one, without having any concept of what he needs to learn or what he can do and can't do, then I'm afraid he will never be able to organize himself sufficiently to serve these people.

Nannette is away for the summer and I have been swamped with SEDF detail work -- i.e., corresponding with scholarship students, handling and acknowledging contributions etc. I mention this to explain why I have not been as attentive to Mays' work as I would like to be, and to explain this hurried letter which doesn't convey all or exactly what I would like it to say. In any case, I presume now that you will be in touch with Mays, and that you and I will correspond or talk soon about the matter.

I hope the move to Atlanta was not too difficult, and that things are working out well for you there.

Best regards,

Sincerely,

Martha Ann Singer
(Mrs. Monroe S. Singer)

Mrs Ann Singer
15 Willow Place
Brooklyn, N.Y.

FOR THE ADVANCEMENT OF ALL AGRICULTURAL LABOR
NSF
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5 FORSYTH ST., N. W.
ATLANTA, GA. 30303
TEL. 404/525-6468

July 17, 1964

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Mr. James N. Mays
1142 Biloxi Street
Jackson, Mississippi

Dear James:

I was very glad to get your letter of July 14th and to know that you are getting settled in Jackson. I wrote Ann Singer a few days ago to say that I had not heard from you since seeing you in Oxford and that I was getting concerned about what you were doing. I knew that you were in Mississippi since I heard from H.L. Mitchell that you wrote to request him to go to Missisppippi to assist with some project you had to organize farm workers. This seemed like a very unusual request, as I didn't think you were sufficiently intrenched, or had the time to lay the ground work for such an effort. It is also my feeling that a project of this kind should not be attempted without first becoming fully familiar with the problems of the area and the possible consequences which might result from such a drive. I also think that Core and we should have been informed that you were considering such a project and povided with the back ground and facts on which you based your decision. It is particularly important, especially during the intial period of your work in Mississippi, that you proceed with great caution and be absolutely certain of your ground, before making any important decisions. I hope that in the future you will consult with us on such matters and give us the opportunity of giving you our views and suggestions.

I will be interested in receiving your report which I imagine will be more specific about what you have been doing since coming to Mississippi, the groups you met with and some of the problems that you have run up against.

Please tell me a little more about the meeting of volunteers and the federal agencies. Where was the meeting held and who else attended?

Mr. James N. Mays
July 17, 1964
Page 2

I am happy that you were able to find a suitable apartment. Do you expect to work out of your apartment, or do you plan to get office space elsewhere?

I am sorry I do not yet have a supply of printed materials in Atlanta. Since you are planning to be in Atlanta at the end of the month I will arrange to have some literature for you when you come. I feel sure though that you can probably get almost everything that you need in Jackson. The U.S. Department of Commerce office distributes most government publications. F.H.A. materials can be abtained from their office and the same applies to all the other government agencies, all of whom have offices in Jackson. If you need any specific literature for distribution in quantity, you can get it by writing directly to the issuing agency in Washington.

With best regards.

Sincerely,

Jac Wasserman,
Project Director

[July 19, 1964]

Dear Ann,

I am doing finegetting around a little here in Jackson, meeting people and in general safe I hope. Two of my COFO friend were beaten last Thursday in Canton Madison County, Mississippi. Steve Smith white was beating unconscious by a drunk deputy sheriff for no reason at all. Eric, who is colored was beaten but not as bad as Steve was. Eric said the deputy would be talking to him and then he would bunt up against him real hard like and at the sames time hit him over the head with the pistol and say,nigger stop trying to take my gun from me. I know this was quite an exprience. So far I have not had this kind of exprience any where in my life ofcourse I have heard of these kind of expriences before including in Georgia. Eric was not hurt so bad but Steve was beaten I think to scare him. Eric said this deputy just wanted to be real mean.

I spent quite a bit of time in Jackson, looking for a house or place to stay and work out of, found one paid the rent for the month and thought I was all set for a while but the land lady I hear is a bit worried now. I still have the building but the lady might want to end the deal.

Otherwise I am doing fine attending meeting, meeting people in Madison County as well as in Jackson. The people here in Madison County seem to be ready to orgainize. I have talked to two groups as the guest speaker and one as a supplementary speker after the FHA county superviser and the Soil Conservationist spoke and gave the group of framers the full list of services of their offices. The group was well pleased with the imformation they got fromthe agencies.

The only trips I have made so far was to Madison County and meeting in the county. These meetin were set up by COFO people who are working on Federal Program in Madison County and the four other groups of Federal Programs people are asking imformation of me and that I come to talk to groups of farmers. The COFO people are going much futher and broader than I suggested and the only things I can do now is to work with them as an adviser and a consultant, for they are covering all areas of governmential participation, futher explain,the program and help in the organizing of a framer's organization. My trips has been short and few but the expense has accumulated.

I am sending my reports and expense thus far and I am going to want toborrow the money you said you could advance me for the purchase of a car and other things for the office and apartment.

You have the amount you have paid, but they are included plus other expenses that occured during the traveling.

As you know I had a fram and was farming when I left home for thisjob. I to was discriminated against by the local FHA committee in regards to getting a loan to operate the farm, so I am short of operation money and as result I am having to borrow this money from you. I am also going to have to get somem furniture for the office and the apartment. I am getting the new car forthere are enought other troubles besides the trouble of an old car. The new fast car can be a measure of safety in cases where the hoods in old cars get after you. I have some friends that took me around and now I have the use of a car that I go to Canton in and I have no fear of the car on short trips. I am going to get the car but the loan would make things easerand more convient for me. I can pay the money back at the rate of $100.00 per month and have the note paid off by December. I would like the loan to be for $450.00. When I say borrow the money from you I mean an advance from you or who ever it was you memtion could advance the money to me when I was in New York considering a loan.

I want to know a bit more about the CORE SEDF, how many scholarships you may give and how should I go about giving out applications. I have two applications from people on the Mississippi Staff.

I got a letter from Jac and he said Mr. Mitchell, whom I did write , said I ask him to come to Mississippi to help organize a farm labor union. My letter was not clear for I was only asking for first hand imformation on how to organize a farm labor union for Mr Mitchell organized a sugar cane worker union in Louisiana. I have not talk to any people about a union in the state yet. I know the fields and areas of new and old work.

I talk to Dave Dennis about a farmer's project for Madison County. This project is a type of cooperative type fram program between three or more farmers for a more efficient type farm. I couldnot get the proposial frinish and up to New York while Dave was still there for it take quite a bit of work to write a proposial.

Mr. Houston says that special consideration for program of this type forgroups who apply from special services of the United States Department of Agriculture. I will send you a copy of the proposial when I frinish withit. Dave understand.

I am sorry the check was return and then brought to your attention after my mother had been contacted about the check and they did not get an understanding as to what my mother was doing. My mother said she told the lady that she was depositing the money and thought the lady would run the the check through agian. This will not happen agian.

I guest this is all for this time and I hope this long letter is not an over dose . I thank I must be doing fine for time pass so fast that two weeks can pass so fast that I hardly know a week is gone. Ther is one other good thought that come at the end of two weeks' and that's pay day.

This is all for now other than give my best regards to all concern especcial Mrs Willen. I will be writing the board people personally soon.

Sincerily yours
James N Mays
James N. Mays
CORE SEDF Fieldman

1142 Biloxi Street
Jackson, Mississippi
July 19, 1964

1142 Biloxi St.
Jackson Miss
July 20 1964

Dear Joe,

I got your letter of a few days ago and it found me doing fine and getting set up to get down to work. I have met a group of business men here in Jackson and I have attending serval meeting in Madison County Mississippi that was set up by COFO people but a large group of farmers was present and a good meeting was had. A lot of people are scared though and we all know why. I gave Mr Mitchell I guess the wrong impression about the Labor Union of farm labors. I was only at this time asking for information about planting for money for [illegible] about unionizing. I have not talk to a person interested in it yet. I am very hope will able to project to help themselves the small. You will be hearing from me.

J. H.

Ann Singer

FOR THE ADVANCEMENT OF ALL AGRICULTURAL LABOR
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James N. Mays
1142 Biloxi Street
Jackson, Mississippi

reports,

Dear James:

Thank you for your letter of July 20th and enclosures. I was glad to have your explanation of the misunderstanding about starting a union of farm workers. This is something that is very badly needed, but requires a great deal of investigation as well as a lot of hard work over a long period of time if it is to have a reasonable chance of succeeding. It is a project that we are certainly interested in, but we must wait until we have worked with farm laborers over an extended period of time and done the necessary educational work among them to help assure the success of any action that is decided on. I'll talk to you further about this when I see you.

I hope that in your future correspondence you will elaborate on some of the things you are doing. You mention, for example, that you met with a group of business men in Jackson, but you do not say anything about the purpose of the meeting,etc. I would also be interested in knowing more about the meetings you referred to that were held in Madison County, and something about the farm project you mentioned. We cannot be very helpful to you unless you provide us with the specifics of the problems that you encounter. It may be that we can then make some recommendations and suggestions which you may find helpful in dealing with these problems.

I assume that the "boss-man" at COFO that you referred to previously, and with whom you were haveing some difficulty, was Jesse Morris. Have your relations with him improved any? Are you working with Michael Piore who is the coordinator of the Federal Programs Project for COFO? He is stationed in Canton at 838 Lutz Street. Enclosed are copies of his correspondence with the USDA. These are excellent letters and I am sending them to you on the chance that you did not see them. He should be a good man to work with. You have not mentioned meeting with Dave Dennis. Have you seen him since coming to Mississippi and has he been helpful to you?

I would suggest that you see Mr. Ammons, the State Leader for Negro Extention work at his office which is only a couple of blocks from COFO (on Lynch Street) to see what you can find out about the refusal of the county agent and his Negro assistant from participating at the meeting held at Valley View. Mr. Ammons participated at our Conference at Mt. Beulah Christian Center at Edwards last February.. You might feel him out in general about how much cooperation you can expect from him and the other Negro Extention agents. You may recall that I gave you a complete list of the Negro Extention agents in Mississippi and you can find his, as well as all the Negro extention agents addresses there. You should also try to cultivate Mr. Delors Magee who is the Negro FHA program assistant for the state. His address is 217 Nevada Street, Greenville.

Ann Singer suggests that I spend a week or so with you in Mississippi some time in August to assist you in whatever way that I can. If you are still planning to be in Atlanta this month we can discuss this at that time. Please be sure to let me know in plenty of time when you are coming, as I may be in the field unless I know when you will be here.

Glad to know you are getting settled and feel so enthusiastic about your work.

With best regards.

Cordially,

We have a new typist!!!

Jac Wasserman,
Project Director

JW/jg
cc: Ann Singer
Fay Bennett

1147 Biloxi St
Jackson Miss
July 25, 1464

Dear Ann,

I left the expense account and I am in need of the funds but I always figure that when you have money in good hands it is like a saving. I am doing fine and realy enjoying the work. I got in touch with a Church publish and he said he would be glad to publish th list of article on the Federal program and any other helpful information to the people free and he will help me any way he can. I am wondering if it is alright make a statement in the the papper about my purpose here

I will be getting the information to gether and in the meantime I will be waiting to here from you. The paper is publish by a white gentleman for the Churches one a month. He is a just man in his social dealing his name is Mr Walter Smith Box 180, Lexington Mississippi

You will be hearing from me next week

James

GEORGIA COUNCIL ON HUMAN RELATIONS
41 EXCHANGE PLACE, S. E. • ATLANTA, GEORGIA 30303

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EXECUTIVE DIRECTOR
THE REVEREND OLIVER W. HOLMES
ASSOCIATE DIRECTOR

NEW ADDRESS:
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

[July, 1964]

Dear Friend:

We are pleased to advise you that Jac Wasserman, Project Director of the National Sharecroppers Fund, is now permanently stationed in Atlanta and will be working out of our office at the above address.

Mr. Wasserman will be available to work with all interested and concerned individuals and groups in Georgia in developing and implementing economic programs for community development. He will be happy to have you visit with him at our Atlanta office to discuss the needs and problems of your community or area.

If you are having problems or need additional information or assistance on any of the following subjects, Mr. Wasserman may be able to provide the information or help you require.

Equal Employment Opportunity
Credit for farm operations
Job training programs
Surplus Food Distribution
Community recreational facilities
Area and community economic development
Health and Welfare
Housing
Crop allocations
Social security
Farmer Cooperatives
Rural credit unions

Mr. Wasserman will be visiting and meeting with groups in Southwest Georgia during July and August. If you would like him to stop off and meet with you, please telephone or write to arrange a mutually convenient time.

Sincerely yours,

Mrs. Frances Pauley
es

Mrs. Frances Pauley,
Executive Director

601 3520275

$103.23

Sent $100 8/21/64

our money -

2243 B Whitfield Mill Rd.
Jackson, Miss
[ca August 21, 1964]

Dear Ann,

I am fine and have been quite busy the last week out on the roads and in the field. As you know I am working real close with the Federal Program people and they are making a number of contact with groups that are ready and willing to organize, and the people are organizing.

This has made my time in the office a very short and this is the reason for the delay in getting in in the reports. I am making as much use of the summer volunteers and some of the people are doing a great job. Because of the close work with the people in the areas where the COFO workers are working these people get the people to come out to a farm meeting and talk about the grave problems these people faces.

I am talking to these small groups and encourage the groups to organize in to districts and finally into a county wide association or League as the Madison County

8/21/64 [Ann Singer]

James Mays called twice - mostly about
his check (which was delayed
because it had to sent out of
town for Shelley Appleton's signature).
Mays has a new permanent
place to live (2243B Whitfield
Mill Road, Jackson, Mississippi -
nearby phone is 352 0275) and
needed money for deposit etc. -
done AS told him I would wire $100 -
and that he would surely get
his check in next day or two.
He repeated he wanted a loan
from us for a new car - he had
said $400 and I told him that
was a lot - would $300 be
enough. He said $300 would do
it and that we would deduct
payments on the loan from
his salary. Also spoke of the
$100 revolving fund for his
phone, gas, etc. expenses, and
I told him I would send this
soon.

Said he was getting along
just fine, and spoke about a
growing organization of Madison

County farmers in which he was involved. He also spoke of the desperate plight of some of the tenant farmers and sharecroppers who were facing a terrible winter with no income. I told him that when the matter of first hiring someone to go to Miss. came before our board, the plight of these people was the board's major concern and that I thought he ought to concentrate on this problem.

James said he had heard from Joe Wasserman who was planning to come to Miss. the week of 9/23.

Said the summer "federal program people" with whom he has been working will mostly be leaving soon.

Told him he ought to write Joe Wasserman.

[Ann Singer] 8/24 [1964] (12:30 at night!) Mays
called again – on the WATTS (?)
line from Greenwood.

Seems he had been talking
with various people about the
plight of the out-of-work-farmers
we spoke of on Friday. He
wanted to know "how far the
board would go in raising money
for him to help these people
by starting a training program,
relief program, etc." (he was
very vague). I told him
that the Fund was in pretty
good shape financially and
probably would be willing to
raise money, but he would have
to present a very concrete
proposal to them, with short
range and long range plans.
I tried not to put a damper
on the whole thing, but told
him this was all too vague for
me to make any promises.
I explained that we had in
the past heard proposals – written
out – from Dave Dennis and others,
had examined them and decided

one way or another.

I urged him to call Joe W. tomorrow, who knows much more about the kind of thing he is proposing than I did.

He chattered on about how mechanization was replacing these farmers.

8/25 [1964] Call to Joe Wasserman -

[Ann Singer]

Joe says he has been very busy in Georgia - and apologized for not keeping closer tabs on Mays. I told Joe what had transpired and how I could not figure out at all what Mays was doing down there. Told him about our late night conversation last night; Joe said Mays had not yet called him today.

Joe has been asked by some Canton farmers to come to a meeting in Miss. on 9/23, and in writing to say he would be there he sent Mays a copy of the letter with a note saying he would spend a week with him - has not heard from Mays since or word for a month.

We agreed we would have to crack down, get Mays to be specific in his written reports and to be sure he sends them twice a month as agreed. We will both make it clear to him that Joe is supervising his work and that Mays must be in touch with him frequently.

Joe was not enthusiastic about our sending him money for the car ("he's a property owner and can surely get credit"), but when I told him we were thinking of $300 to be paid back by Mays by our deducting $50 from each paycheck until it was paid, he was less concerned about our doing it.

Agreed Joe would call Mays this P.M. if he didn't have a call from him and that I would write to him - especially to the effect that Joe is supervisor of his work etc. Joe will let me know what's up.

I also mentioned to Joe that we probably ought to think again, given our hectic situation in New York, about turning Mays completely over the Sharecroppers. Fay had

Spoken of this previously — because we are simply not prepared to give him supervision. Joe implied that he thought this would likely be a good idea, and I told him I would think further about it and discuss it with our people after Labor Day.

Told Joe I had spoken to Pearl Miller and Rowland Watts, who had readily agreed we should supply Joe with the money to go to Miss. to supervise Weeys.

Joe would like very much to have whatever material we have on CORE SEDF's activities and goals — and I told him I would send him something. Specifically he wants some Scholarship forms and criteria — which I will send him right away.

August 26, 1964

Mr. James N. Mays
2243B Whitfield Mill Road
Jackson, Mississippi

Dear James:

Enclosed is your salary check for the last half of August. I regret the delay on the last check. We have authorized only two board members to sign checks, and, in brief, the problem was the check had to be sent to where Mr. Appleton was vacationing for signature and then forwarded on to you. With fall here, and most people back from vacations, we should not have such problems again.

I was able to get a check signed for $300 for you to use in buying a car. This check should have been in my mail this morning, but it wasn't. When I receive it later today or in the morning, I will send it right on to you by air mail. In any case, you can count on the $300 advance from SEDF for the car, and will receive it very shortly. As we agreed on the phone, we will take $50 from each paycheck, starting with the September 15 check, until the loan is paid off. I will be interested to know how you make out in buying the car, and hope you are able to make a good deal with the help of the $300.

I have asked for the remaining $3.25 of your June expense money, and you will receive that small check shortly too. To explain, we owed you $103.25 for your June training and traveling expenses, so the $100 I wired you Friday takes care of most of that, and the $3.25 will take care of the remainder. Please send your July expenses sheet. I should think with getting a new place to live and a car you will need that money, so if you send in the accounting I will see you are reimbursed promptly. I will also get approval for the $100 revolving expense fund next week and send it to you.

Now, James, about your call night before last. I gather you were wondering whether the board of SEDF would back you and raise funds if you and others came up with a proposal to help destitute rural people there who are facing a terrible winter without income, food, and other necessities of life. As I told you, when the proposal first came before the board of employing a man to go to Mississippi, the primary concern of our members was getting aid as soon as possible to these suffering people. Therefore, as I said, I am sure that if you come up with a specific, solid proposal the board will stand behind you, give serious consideration to the proposal and raise money if that is necessary. Further, I think that getting help for these people should be one of your main goals.

Frankly, however, I couldn't figure out from our talk what you had in mind.

As I told you, the proposal and plan you spoke of is something you should work out with Jac Wasserman, as he is your work supervisor. You should consider me as your liaison with our board, and as the person concerned with your pay, expenses, and other financial and living arrangements. However, we here are not qualified to judge or supervise your ongoing work and plans. Therefore, I need to stress again that you must report in writing twice a month to Jac, writing him very specifically and clearly what you are doing, what questions and problems you have, and what your plans are. Besides these written reports, you should telephone him when questions and pressing matters arise. Just put in the mail to me a copy of your written reports to Jac, and that will suffice to keep us informed here of your activities. (Do you need a typewriter? You haven't mentioned this for quite awhile.)

James, I want to say that both Jac and I have had our own difficulties, and perhaps have not been as attentive as we should to you. Jac has had to get settled in Atlanta and straighten out problems in Georgia. Our SEDF program has grown so much this summer that, with Mrs. Sachs away, I have simply had more work than I can handle. But let's start from right now and do the best we can to get communication going smoothly and effectively. I realize these written reports to Jac take thought and time, but they are essential -- particularly because we are all working by 'long distance' arrangements. As a social worker, I have found that writing reports was the way to learn the job. Much as I disliked taking the time to do it, I found that being forced to sit down and sort out my thoughts on paper, summarize my activities, and note my achievements and failures was the way I decided what to do next, what my priorities should be, etc.

I called Jac yesterday, as you no doubt know, and I presume you and he talked by telephone.

With regard to the question you put to me the end of July about your putting a statement in Mr. Smith's church publication regarding your job and purposes in Mississippi - this sounds fine to me. However, I would suggest when you have your statement ready you send it over to Jac for his ideas. I should think it would be good to work up a statement like this in any case, as you may be called on again by others for such information. I know Jac worked up a very nice statement regarding his work and so forth when he arriv in Atlanta.

I am sending your photographs under separate cover. They are very good. I am keeping one and will make some sort of identification card for you as you requested.

Certainly hope this finds you well and happy. We send our very best regards from here. Sincerely,

CC: Jac
Wasserman

August 26, 1964

Mr. Jac Wasserman
Georgia Council on Human Relations
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Jac:

In writing the enclosed letter to Mays and looking over the letters and reports I have had from him, it occurred to me that I may be holding some reports from him which you do not have. I recall that when I received his letter of July 19 (see enclosed) with these rather well written and fairly clear reports on his training period, I assumed he had sent them to you too. I hope this is the case, but if not they are enclosed here. While they are of no current interest, you should have them for your record and perhaps reading them will give you some further ideas about the kinds of help he needs. Have you received any such typed reports regarding his work in Mississippi? I have not. I can't tell from your last letter whether you have or not. Well, regardless of what has gone before, I hope we are now getting straightened out on the matter of supervision and that my letter of today to him will help. I'll be interested to hear from you about this when you get a chance.

If I seem 'patronizing' in my letter to him regarding money matters, it is because we have truly been negligent here in getting checks to him on time. I don't want him to lose trust in us over this, so will be more careful from now on.

Also enclosed are SEDF scholarship applications, recommendation forms and sheets explaining the criteria for scholarships. As I noted on the phone, the fall term starts very soon, and we have been extremely busy with this. We have now given thirteen scholarships, and approximately ten more applications are awaiting action.

I know what you want in the way of a statement expalining the goals, activities and scope of CORE SEDF, but I don't have such a paper to send to you. We discussed the need forthis last spring, and I have been hoping all summer to work up something. When I have it done I will certainly send copies to you for your use.

All for now. Hope things are settling down for you a bit. Expect to be in touch with you again soon.

Best regards.

Sincerely,

Ann Rupple

Federal Programs
C.O.F.O.
838 Lutz
Canton, Mississippi

August 28, 1964

Mr. Jac Wasserman
Project Director
National Sharecroppers Fund
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Mr. Wasserman:

Thank you for your call; it cleared up the mystery concerning your September 23 speaking engagement.

The A.S.C.S. men were in the office when I returned. My wife had checked only one of their credentials. I learned this fact after they had left. Our discussion was limited to Mr. Hodges' failure to cooperate with the League (see copy of letter to Mr. Fitzgerald). As you said, their attitude is naturally protective; I would say it was protective to the point of hostility.

They next contacted Mr. Otha Williams, going to his farm Tuesday and Thursday. On the Tuesday visit only one man went. He asked Mr. Williams if the League was not in fact just six or seven stirred-up farmers. When Mr. Williams replied, "We are one hundred strong and have just begun," the man's "eyes widened and he sat right down". According to Mr. Williams the agent did not sit down too long because he was asked to leave immediately. At the second meeting on Thursday, the agents wanted him to sign a prepared letter clearing Mr. Hodges. He refused to sign it.

The reason I have attended to such detail is to indicate the agents' ineptness in dealing with the complaint. Their approach has been overly protective of Mr. Hodges, completely ignoring the legitimacy of the complaint. Their immediate alienation of Mr. Williams (who is pretty hard to alienate), and their underhanded dealing concerning the prepared letter are very questionable. I will send you more information as to the outcome of their visit, i.e., effect on Mr. Hodges' cooperation.

The Farmers' League, as the president says, is one hundred strong and is just beginning. I have been explaining the A.S.C. election and its meaning to the farmers. Mr. Mays has been very helpful in expanding my explanations. His analogues and stories are much closer to the farmer because he is one. In organising for the A.S.C. election (about which I will send detailed information) the present membership of the League should treble.

To provide an economic framework I have carried on (I must admit, pushed from within) the idea of setting up a Farmers' League gin and supply house. This will save the farmers money, create jobs and provide more financial security for the League. In the last meeting I had one of the L.C.D.C. lawyers, Mr. Frank Weil, to speak on different forms of incorporation. His ideas seemed to go over and he established a surprising rapport with the League. He has made appointments with some F.H.A. men to see which type of incorporation is most favorable. Mr. Weil will then draw up the papers and initiate the action. He has the complete support of the League leaders and will serve as a catalyst in the project. I felt it necessary to begin now, in view of the initial spirit and phenomenal growth of the League.

I am in contact with Peter Cummings and Larry Rubin, C.O.F.O. workers in Holly Springs, Benton County. They seem very confident that a Farmers' League can be organized there. The situation is parallel to Madison County, with a large number of independent Negro farmers. They will be back in Mississippi the second week in September. I strongly recommend that you speak to a farm meeting there. If you are interested, contact either Mr. Mays (who knows Larry Rubin) or myself. I am sure one of us can arrange the date.

I have not been able to locate copies of the Constitution of the League, or of the replies from President Johnson and Secretary of Agriculture Freeman; if these are found I will forward copies. I am enclosing copies of the Farmers' League handouts, the letter to Mr. Fitzgerald, and Mike Piore's address.

Sincerely,

Eric Orr

Eric Orr

FOR THE ADVANCEMENT OF ALL AGRICULTURAL LABOR
NSF
SINCE 1937

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September 2nd, 1964

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GAIL HERSHBERGER *administrative assistants*

Mr. James Mays
2243B Whitfield Mill Road
Jackson, Miss.

Dear James:

It is now over a month since I saw you in Koinonia or had any report on your work in Mississippi. When Ann Singer phoned me last Tuesday she said that she arranged for you to telephone me (this was on August 24th), but you havn't either telephoned or written. I tried to reach you on the telephone when I didn't hear from you, but there was no answer when I called. I phoned again a couple of days ago and the lady who answered the phone said that you were out of town for a week and didn't know where to reach you.

When Eric Orr telephoned me from Canton last week I left word with him to have you write or telephone me, as I wanted particularly to know what plans you were making for my trip to Mississippi at the end of the month. As you know I agreed to speak at the meeting in Canton on the 23rd, but I have no idea what else you have in mind for me to do.

As Ann Singer wrote you on August 26th, you were to send us reports of your work every two weeks. As CORE expects me to supervise and evaluate your work, it is necessary that I be kept fully informed of your activities. I hope that you will sit down and send me a report of what you have been doing for the past month and outline your plans for the coming period. I enclose a copy of a letter I wrote to Eric Orr today re. the meeting in Canton and proposed meeting in Holly Springs. Please let me know if you have made any other plans for my visit. My present plans call for my leaving Atlanta Monday, Sep't 21st via Delta airlines. I can take a morning or afternoon flight. I would prefer the flight which gets me into Jackson at 1:47P.M but can take the earlier flight which will bring me in at 10:12 A.M. if you would rather I come then. As I wrote to Orr I can come a day or two earlier if necessary. Please let me know what you decide so that I can make my plans accordingly.

Sincerely,

Jac Wasserman

c.c. Ann Singer
Fay Bennett

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9/9/64

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Dear Anne and Nannette:

I am writing to Union Square as I don't know if Ann is away, or whether Nannette is back. Letter to Mays is self-explanatory. I'll have an opportnity to send you a complete evaluation of his work after my trip.

Would it be possible for you to advance me $100 toward my expenses? The fare is about $60, plus incidentals, and my expenses in Miss. for hotel and meals should run to $10-$12 per day (about $50-$60). I'll send you an expense statement on my return. Idon't have personal funds (nor NSF funds) to advance.

Yours,

Jac

Sent Jac $100 on 9/17 - air mail - with brief note.
Ann S.

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September 9th, 1964

Mr. James Mays
Jackson, Miss.

Dear James:

It was good seeing you yesterday, even though it was for a short time. I wish that you had written to me previously to let me know that you planned to be in the area so that we could have made arrangements for a more extended visit which would have allowed us more time to discuss your work in Miss. At any rate, we will have that opporthity during the week of September 21st.

I want to remind you to send me the clipping you mentioned which referred to the NSF. Please also inform me as soon as possible what other activities are planned during my stay (with dates and time), in addition to the meetings at Madison County and Holly Springss. I would also like some indication of the subjects that you would like me to cover (in addition to the Economic Opporthity Act), and whether you also plan to have other speakers share the platform with me.

If at all possible, try to see Mr. Ammons and Mr. Magee as soon as possible to determine if we can expect any cooperation from them. You might invite Mr. Magee to attend the meetings that are being arranged and ask him if he wants you to ask for his services through Mr. Fatherree.

Please also try to get the annual report of the Miss. State Dep't of Public Welfare. This will list all their programs and services and will be very helpful to us in determining xxxi what action programs to organize so that people can take advantage of those services. It may be that COFO has already collected this information. Please speak to Bob Moses and Jesse Morris about xthis and try to have the information for me when I arrive.

I would appreciate it (and so would CORE) if you xwould take a day off and send us a report on what you have been doing in Miss. since your arrival, groups that you have contacted, activities engaged in, and what your plans are for the balance of the year. Please mention areas visited, what some of their problems and needs are, and what you are trying to do to meet those needs. This report can be up to September 15th, and you can then plan to send us regular reports on the 15th and end of the month thereafter.

Yours,

Jac Wasserman

September 11, 1964

Mr. James N. Mays
2243 B Whitfield Mill Road
Jackson, Mississippi

Dear James:

Here is your pay check for the first half of September. As agreed, we have deducted $50.00 as your first payment on the automobile loan. Glad you got the car you wanted.

And very glad you have been in touch with ~~Joe.~~ Jac and that he is coming to see you. We have a board meeting soon (probably on September 21st) and would certainly like to have a good clear, summarized written report to give them regarding your work in Mississippi. How about it?

More soon. Best regards.

Sincerely,

Sept 17 1964

Dear Ann,

I got your letter and check yesterday and I am enclosing a copy of the letter I am sending to Joe's schedule here in Mississippi

The reports are being type up now and you will have them before the 21,

This is at 7:30 on thursday morning the 17 and I just heard over the radio that one of the churches the Farmer's league use was burned down last night.

This means that the league and the movement is having some influence and that some people threaten by what is being done. This is good. we are doing something.

The phone was in stall yesterday here in the house office deal and when I said I work for CORE Scholorship. E.D.F. I had to despoist $50|00 to get establish.

This is like money in the bank I am told for after 8 to 10 month if I have paid my bill on time I will get a refund with 6% interest. I will take advantage of the late rates unless there is an emergency. I do want the type writer and the recorder. As you see you do not get any thing here in Mississippi for nothing.

Oh yes I fail the mississippi driver test my first time around. There is also a voluntary loyalty test that consist of seventy five question alone with 30 question for the driver test.

This is a sort of mix up place but I like being here.

James

2243B Whitfield Mill
Jackson, Mississippi
September 16, 1964
Tel. 601/352-7940

Dear Jac,

I have a schelude for you starting September 21, when you arrive here in Jackson, Mississippi. Monday after your arrival we can spend some time together going over the program and you can speak to a mass meeting in Jackson on the proverty bill and how economic opportunity can be gain by taking advantage of the provisions of the bill.

The people here would like some incentive to safe and economically sound organization and to form companies and cooperation for business and progress. I an arranging groups for Thursday here in Jackson.

On Wednesday at one-thirty 1:30 p.m. the meeting of the Farmers League will be held in Madison County. This meeting is to be about the problems that are in the county and the proverty bill and its benifits in rural and industrail undertakings in ARA designated counties. An explination of how a need for rural industries can be surveyed.

The farmers are interested in some of the pilot type projects that are for community improvement of the house, land, recreation, and apearances. This would be greatly appreciated by the Madison county groups and the Harmony group. (a community in Leake County) I think this could be the spark to help get these farmers to take greater interest in the livability of their homes and their apearance of them.

You are to be in Leake County in the Harmony Community Center on Friday at 1:30 p.m. and in Benton that evening at 8:00 p.m. The Leake County farmers are interested in a service type business and in a fuel-oil and grease supply and distributor.

The butane gas companies of Cartage and Canton have boycotted the Negro farmers of Harmony. A lady told of enough people with empty tank to use 8,000 gallons now.

These people cannot get the trucks that went up from Jackson to come up now since the school intergration case and the feeling is that they are going to have to wholesale and distribute their own butane gas. This is a good oppurtunity to help and get the respect of the community and to get their endorsement to move into other areas.

Eric Orr made the contact for Benton County and they (the people of Benton County) are land owners and fairly large land ownersand independent . The same type talk for Benton as Madison county although Benton does not have an organized Farmers League as of yet. Mr. Moore of Bolivar County want us in Cleveland Sat. the 25th. He is very interested in getting surplus food as well as aid for the business type groups who will sponsor local industry and businesses.

This is the list of places and times as we now have them lined up. If you have any suggestions or changes we are open to them. Whether or not there will be any other speakers is not certain at this time for Mr. Delton is to let me know as soon as possible. The Milstone group will meet with us at one point about exspansion of their Co-ops.

I will keep you informed on the activities and hope to see you Monday.

Copies of this letter will be sent to : Miss Faye Bennett, Mrs. Martha Ann Singer.

Yours truly,

James Mays

James Mays

JM/rs

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September 18th, 1964

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GAIL HERSHBERGER *administrative assistants*

Dear Ann:

Many thanks for the check which arrived today - just in time for me to pick up my tickets.

I really don't know whether Mays took a week off to go to Detroit or how much time he spent there and in Georgia while he was here. I would ask him to tell you when he takes off for personal business or pleasure as he is not entitled to compensation for those periods.

I have just returned from a trip to Southwest Georgia and only have one day to catch up on a weeks work, before going to Mississippi, so this letter will necessarily be brief. I will, of course, try to get and provide you with complete information on what Mays has been doing in Miss. and the progress he is making. The enclosed letters will be of some interest to you in this respect.

I understand that Mays now has a private phone, but I do not have the number. I can be reached through him during my stay in Miss. (from Sep't 21-26).

More later (after Oct. 1st). Until then, best regards,

Cordially,

Jac

THE FOLLOWING PAGES ARE THE BEST
AVAILABLE.

See p3

34 Clinton street
Cambridge, Mass.
Sept. 10, 1964

Dear Mr. Wasserman

In your letter of September 2, 1964 concerning our correspondence with Mr. Lloyd H. Davis: I do not have copies of all of our correspondence so I am not exactly sure what did happen but as I remember it, it was something like this. Eleanora Patterson of the SNCC research staff in Washington called Mr. Davis' office to complain about the noncooperation of the Extention Service in Madison County. Somebody in that office suggested that we should write to Mr. Bost, Director of the State Extention Service. We did so. Mr. Bost wrote a very firm, but relatively polite, letter refusing his cooperation. We then wrote to Mr. Davis enclosing a copy of Mr. Bost's letter & explaining that we felt we had exhausted all the normal channels & did not know where to turn next. We received, I think, a reply, to this last letter from Washington (but not, I believe, from Mr. Davis, which may be why Eric couldn't find it in the files) explaining that the Extention Service was run by the County & State & there was nothing they could do either. I am not sure about this last, but ~~it~~ the letter must be in the Canton files somewhere.

In the meantime, Mr. Williams, President of the Farmers' League, asked Mr. Smith if either he or Mr. Mackie would speak to a League meeting. Mr. Smith said that he would be glad to do so if Mr. Williams would promise that ~~no~~ no COFO workers would be present. Mr. Williams, on his own initiative, said that he would promise no such thing. Still, I thought this represented a breakthrough of sorts & suggested to Eric that he try to absent himself from one meeting this fall so that Mr. Smith could appear. I doubt, however, that this will work since Mr. Smith feels, apparently, that he must have advance assurance, & Mr. Williams, as a matter of principle, will not give it.

I am very pleased to hear that the ASCS office sent representatives to Canton. This is, I believe, a real break through. They had asked that we send them an advance schedule of the meetings to which Mr. Hodges was invited but we never managed to do this, partly because we were feeling our way from week to week and did not really have an advance schedule, partly because Mr. Hodges switched from outright refusal to saying that he might come & then backing out a day or two before the meeting. He lead us to believe that he would like to cooperate but his board would not permit him to do so. Before I left, I went to see Mr. Hodges: I explained at length that integration was coming and, that given the technical nature of the agricultural programs & especially the room for misunderstanding & resentment inherent in the ASCS program, it was important that the officials gain the confidence of the Negro farmers so that they [illegible] advise & guide them through the technicalities [illegible] try and integrate the ASCS committee in the fall elections but I am sure he knew about this since it had been discussed at ~~one~~ one of the farmers' meetings & there are always spys. He listened but indicated that his hands were tied.

A few days before I left, I also learned that Mr. Leach of the FHA was under considerable pressure from the white community (probably the sheriff & the White Citizens council) to stop cooperating ~~from~~ with the League. At the time, I considered ~~goin~~ stoping in Washington on the way home to see if I could do anything to get him protection but felt that without definite facts, which Mr. Williams told me not to attempt to gather, there was little I could do except annoy a few Ag Department officials. About a week after I got home, however, a letter from Mr. Lee White of the White House Staff acknowledging our letter to the President commending Mr. Leach, was forwarded to me from Canton. I took the occasion of that letter to write Mr. White explaining what I knew of the pressure Mr. Leach was under & asking that the President himself write commending Mr. Leach since he was now isolated from the white community and needed the morale ~~& needed morale~~ boost which such a letter would give.

I also learned ~~[illegible]~~ via the grape vine that all the Agricultural Offices in Canton were to be integrated this winter, and that Mr. Leach had requested that Mr. Jordon, the Assistant Negro County Agent, be made his assistant at FHA. This would I think be a very good move ~~move~~, since Mr. Jordon is very competent & interested in doing a good job but feels ~~both~~ unable to move at the Extension Service. He was this summer afraid even to be seen talking with us.

In addition to the Farmers' League, we also organized a chamber of commerce of the Negro Businessmen in Canton. We tried to ~~draw~~ use Federal officials, in this case the Small Business Administration and ARA, as speakers & attractions much as we did in Agriculture. The SBA representative in Jackson did come out to speak to a businessmen's luncheon, & I think he may have interested some of the people in SBA loans. The ARA man was far less cooperative, & we sent a complaint to Washington. The chamber was talking of several projects when I left, among which was a Coop Drug Store, a shoping center and a Housing Project. This is money in Canton to finance such ventures & the major difficulty is getting people to think in terms of pooling their resources, that & getting building permits from the city.

Unfortunately, Jacque Calma never wrote a complete report. What we do have is a handwritten statement prepared, but never presented to, the Mississippi Advisory Committee to the US Civil Rights Commission. It is in the files in Canton. Actually, all of the correspondence + other written material is in these files +, when I left, they were fairly orderly. I am sure that Eric will be able to find them; he was probably just unable to do so quickly while you were on the phone. When you are in Canton, perhaps you will have time to look leisurely through the files: they should give a fairly complete picture of our summers activities.

I still hope to pull together some kind of report myself. However, I have not had time to do so yet. I was supposed to be back in Cambridge on August 1, and, having taken an extra 3 weeks, am still trying to catch up

I do want to add a word about James Mays. As the summer progressed, I came to have more and more respect for Mr. Mays. I mention this because several people asked me about him in the course of the summer and I feel that I sold him somewhat short. During the summer, I think, he sort of grew into his job and his handling of the technical details of the programs in conversation became less bookish. But, more fundamentally, he has I think a ~~very~~ profound respect and appreciation of the capabilities of the local Mississippi leadership ~~and~~. This is a quality which is not as widespread in the Civil Rights movement in the state as perhaps it should be. It may be that Mays has this quality because he comes from Georgia + thus from a background similar to that of the people in Mississippi. But it also is due, I think, to the fact that he is a mature and sensitive man and that he has a life and a position outside of the state + the movement and is ~~as~~ in no sense in competition with the leadership which comes foward in the state as organization proceeds

I wish you luck on your trip to Canton. I wish in many ways that I going back. In spite of all the pressures from the White community on the [illegible] within the movement, I think the work this summer was ~~among~~ the most deeply [illegible] and rewarding work I have ever done. Those people who are at all free from pressure are eager to organize and move foward; they are eager to learn, to [illegible], and to change themselves and the world in which they live. One has the feeling that in [illegible] you are witnessing the birth of democracy and that perhaps the fate of democracy hangs upon what happens in that state. [illegible] which give sustenance to the [illegible] and enables people to [illegible] the chances of lastin

Please excuse the long hand and the spelling: I was afraid I would never get this letter off if it had to be corrected and typed.

Sincerely,

Mike Pire

2243 B Whitfield Mill
Jackson 13 Miss
September 20, 1964

Dear Ann,

I have been working on these report and the proposal as well as going out of town on long road trips and I and not yet the best of writer or typest but I and getting orginizes and before long I am sure I will be getting every thing doing on time and into the office.

My expensenes are coming in tomorrow. too. and a complete list of my actives up to Sept 15, 1964. I am being of some real service to the field workers of COF-O and we are begining to be able to talk to some of the people in the past I have not been able to get much out. I in short. I have been doing the kind of working with the local people and orginizers in just giving information as the groups get started. I have been out talking to people individually with success in getting to know the people.

The proposal I have to do some research and gather a bit of data that have been done and I can get it in real soon too. Four grant from the FHA have been given in Madison County as a result of contact and information I have things moving.

James

I am on my way out to talk to some people to day at a church

BOLIVAR COUNTY IMPROVEMENT ORGANIZES

Hernon Perry, a Negro cotton-farmer from Boyle, was elected president of the Bolivar County Improvement Association at a mass meeting in the Church of God in Christ at Shaw, Mississippi, Wednesday (Aug.19) night. More than 100 Negro farmers and others from the county were in attendence.

The purpose of the association is to organize the Negro farmers and others of Bolivar County to work together for community planning and improvement. With wide-spread Negro unemployment and poverty in the area, the group is organizing to become eligilbe for federal project aid.

"Plantation economy is not designed to help the Negro but to make the rich richer. They've made four billion dollars from the sweat of the Negro labor and now the plantation owner has non need for it anymore. Mechanization and chemical weed killers are gradually eliminating the dhief source of Negro employment, namely, cotton-picking and chopping," noted Mr. Perry.

To avoid complete economic dependence, the group felt that the county needs some type of industry to employ the high numbers of Negroes in the county. Two-third of the population of Bolivar County is Negro.

The BCIA grew out of a Freedom School in politics sponsored by the Student Non-Violent Coordinating Committee workers at the Shaw Council of Federated Organizations (COFO) office. The next meeting of the association will be held in Shaw, Miss. on Sept.3. Purpose of that meeting will be to draw up by-laws for the association.

association.

Others elected to the BCIA include: Andrew Hawkins, Shaw, vice-president; Mrs. Celia Williams, Shaw, Secretary; Ed Smith, Boyle, treasurer; Amsey Moore, Cleveland, chairman of the constitution committee.

(M. Laurel Grey,
communications for Shaw, Miss.)

(JM)/rs

August 2, 1964
Mt. Olive, Miss.
Point Pleasent Church

Report of a Meeting Between Mr. Charles Dean and Mr. James Mays

Mr. Dean is a small farmer in Jeff Davis County. He was in Jackson Miss. and I, James Mays saw him with water melons, peas, etc., on his pick up truck and was interest in his farm operation and started a discussion with him. (Mr. Dean prove to be an interesting man to talk to) Mr. Dean started to tell me about his farm operation and the most interest to him was the application of his that had been approved by the F.H.A.. Mr. Dean felt good about the deal, for a lot of others had not been able to secure loans to buy or improve land and farms. He made it clear to ne that he is not a leader in the community but he did feel he was sucessful and a good example of what the leader of the area should be like and he could give help in improving oneself and community. I explain the work I an doing and the purpose of my being in Mississippi and ask were there any needs for the kind of information I had to offer in his community. (Point Pleasent out from Mt. Olive, Mississippi) Mr. Dean said that there is a need and that people wanted to know about the Federal Program and the community aids that are available to the community. I offered the services of the group I represent and Mr. Dean suggested that I come to Point Plesent on the first Sunday in August. He. was sure the community people and the leader would be pleased. (These leaders include the deacons, preacher, and Mr. L.C. Johnson who is Superintendent of Schools and a principal and "protector of community staus quo".

The Negro superintendent of schools helps to build the moral of the people of the community. This makes the Negroes feel that he is totally responsible for whatever goes on in the community.

Sunday, at the request of a Point Pleasent sucessful citizen, I went to the Point Pleasent Church to explain the service I offer to large numbers of people and I hope to have become a source of information and help to Jeff Davis County.

Barbara Dave, a famous singer, was interested in the trip and arranged to be at the church to sing a spritual.

At the church, Mr. Dean got in touch with Mr. Johnson, who was very cold toward us. Mr. Dean had explain the nature of the business and Mr. Johnson told me why he said we could not talk in the church. Mr. Johnson explained that the first Sunday in August is the churchs' big day and the people had thier minds set on spiritual things and did not want to be distraced by non-church things. I reminded him that I only wanted the people to know the kind of work I did and the services I could offer in the form of information and assistance. Johnson was still set and said no because we have our spiritual program all plan and the schelude is all full for the day. He cut the talk short about my wanting to speak to the people and started the program. We (Mr. Dean and Myself) could not get anyone to accept and outsider to say anything about the Federal Aid Program.

This incident points up a clear picture of the things that makes people who have been segregated, discriminated and systematically deprived of their human right so hard to get. Everything they see, do and know about point to the fact that you must let things change but not not try and help the things change.

The church and the schools both are instruments of the old southern way of life that says it does not want to nor need to change. The Negroes (leaders) help to keep things from changing.

I am glad there are not to many places like Pleasent Point. I stayed on the church ground and had dinner with the people and the dinner was very good. They served us will and I talked with quite a few people who are ready to help bring about a change. These people understood the position of the principal and said openly he is scared and had to keep his job. There is a good change ~~there is~~ that is about to happen. I think that there is a good chance I can work with the people and they do have a business organization going on through the community and they do want me to come back.

Yours truly,

James Mays

James Mays

JM/rs

Madison County Farmers League

July 9, 1964 marked the first of four meetings of its kind to organize a Farmers League in Madison County. Attending this meeting was Mr. Guy Leach of the Farmers Home Administration; Mr. Windell Hendrick of the Agricultural Stabilization Conservation Service and Mr. James Mays of the National Sharecroppers Farm. This meeting was held at the St. John Church in Valley View, Mississippi with fourty persons present.

On July 15, another meeting was held in Farmhaven (Madison Couty) at the New True Light Church with seventy-five people present.

July 25 marked the fourth meeting which was held at the Cedar Grove Freedom School in Flora, Mississippi with fourty people present. Mr. James Mays was the key speaker of this meeting.

July 27, a county-wide farmers meeting was held to elect officies of the Negro Farmers League of Madison County. Mr. Mays could not be present but his influence was of great service because of valuable information given by him on how the farmers organization could improve the economic status of all farmers, also explaining the types of loans available for farmers and how to apply for these loans.

August 12. Meeting of the Farmers League at the New True Light Church in Farmhaven. One hundred ten were present. Mr. Guy Leach and Mr. James Mays were present to give lectures and pertinent information on the F.H.A. and its aids to farm projects and the Farmers League and how it could aid the farmers economic situation.

August 19. The Farmers League met at Mt. Center Church in Flora with over 125 persons present. The key peaker at this meeting was Mr. James Mays. Mr. Mays has played a pertinent part in helping to organize the Madison County Farmers League. Without his help it is highly unlikely that the league and county would have gotton organized as quickly as it did.

September 29, 1964

Mr. James N. Mays
2243B Whitfield Mill Road
Jackson 13, Mississippi

Dear James:

Here is your check for the last half of September. This will have to be a hurried note, because I am rushed today.

I presume that Jac came to see you, and hope it worked out well.

We had a Board meeting on Monday and gave some report of your activities, but would still like to have a brief, summarized written report from you which we can send around to the members.

Incidentally, I was a little taken aback to hear that you went all the way to Detroit to get your car. Of course, we are glad if this enabled you to get a good deal, but feel you should let us know when you are taking off like that on personal business. Please let me know what you did on this.

All for now. Hope to hear from you soon. The Board members send their regards to you, and hope the job is going well.

Sincerely,

Martha Ann Singer

P.S. At the meeting, Andrew Norman reported that he expects to make another trip to the South in about two weeks, and plans to come see you. Either he or I will let you know more definitely about this soon.

FOR THE ADVANCEMENT OF ALL AGRICULTURAL LABOR
NSF
SINCE 1937

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JEANETTE ALLEN
GAIL HERSHBERGER *administrative assistants*

September 29th, 1964

Dear Ann and Nanette:

I have just returned from Miss. and La. and am dead tired. It was a very worth-while trip as I had an opportunity to see James in action, and to get reports on his work from the COFO people in the various areas where he has been working. On the whole, he seems to be doing a very good job and is very well thought of by the local people. He is not, as you are probably well aware, a very efficient person in terms of organizing his work, but I feel that is something that will come in time. He also tends to spread himself out too thin, instead of concentrating his energies in the few localities where he can do the most good. I think that I was able to give him a few pointers on how to plan his work and I will now be in a better position to supervise his activities since I will also have direct contact with the groups involved.

James will send you a report of the meetings held during my visit and I will comment on his report after I see it. I will also send you a more detailed report of my observations in a few days. I need some time to rest up and to collect my thoughts. I did, however, want to let you know that I think James will work out very well and that he has made his presence felt with the groups with whom he has been working.

Cordially,

Jac

Jac Wasserman

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~~NATIONAL SHARECROPPERS FUND~~

TRAVEL EXPENSE ACCOUNT

NAME Jac Wasserman

FROM Sept 21 TO Sept 25, 1964

NO.	FROM	TO	TOTAL MILES	COST	HOTEL	MEALS	OTHER	TOTAL
1-9/25	Atlanta and Return	Jackson	Plane Fare	($)55.38	24.00	23.25	Limousine Taxi 6.50 6.50	
								$109.13
					Recd a/c			100 —
					Balance Due			$9.13
TOTALS								

Jac Wasserman

[Sept. 1964?]

2243B Whitfield Mill
Jackson Miss

Dear Ann,

I left Jackson last Friday after I got my pay check before the advance check got here and got the car. I got the need money on the letter until I get back here in Jackson and pick ups the check. I am not sure what day the checks got here but I do have both of the checks. It is real nice to have employer and friends like you. and I shall always remember you. Thanks a million.

I did get a good deal on the car, as I got ~~car~~ in Detroit and the car was cheaper and then thire was a big discount of \$750^{00} on the kind of car I wanted. I have a Mercury.

I am getting some important help on the proposal and I will have a tentive proposal in be for the 15th of the month and enought information to substantuate the proposal and in writing shortly there after.

Because of the success of the application in Madison County for FHA grants we have a good thing going, for the president of the Madison County Farmers League has gotten a $1000 00 house grant and he is happy and is really telling the good news. Three other have also gotten a grant.

The Madison County Farmers League has applied for incooperation.

The two days I spent in Detroit neted a truck load of Clothing for the Delta. The people are ready to helps and they are helpsing.

The scholarship applicant is a good persons and is in real need of helps. and she will not ask for but a bare minimum I think she is a deserving person and will make a very useful citizen. she is a very good actress. I am going to get some more mail out to you over the weeking.

James

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October 13, 1964

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JEANETTE ALLEN
GAIL HERSHBERGER *administrative assistants*

Mr. James Mays
2243B Whitfield Mill Road
Jackson 3 Mississippi

Dear James:

I am very disappointed that I have not received the report that you promised to send me. You may recall that I spoke to you about sending us a report of your work in Mississippi up to October 1st and regular bi-monthly reports thereafter. I understood from my telephone conversation with you last week that you would have your report in the mail that day. I am sure that both my office and CORE want to know what you are doing, what some of the problems are in the areas where you are working, what projects you are working on, and what progress you feel you are making.

I am particularly anxious to know the results of your meeting with the Justice Department on the problems of the people in Harmony who are unable to get deliveries of butane gas, and who have had their insurance cancelled.

I have discussed the Indianola situation with the regional office of the Agricultural Marketing Service in Atlanta. My suggestion to them was that some of the abuses in the direct distrubution of surplus food could be avoided if the Welfare Department requested verification of earnings from the employers (or landlords) by mail, rather than giving the slips to the people to get the information from their bosses.

They also tell me that the reason they permit recipients of surplus food to have someone else pick up their food is that many people do not have transportation to and from the distribution centers. This is a matter that you will have to work out locally. If people really do not

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have transportation and do not want their boss to pick up their food, they can designate anyone else to do so. They should just tell the boss that they will arrange to get the food themselves.

If you can provide me with the names of the people who have had difficulty in getting their bosses to verify their earnings, I will arrange to have the matter investigated. If the people feel that they will suffer by exposing themselves in this manner, please let me know and we may be able to arrange for an investigation which will only seek to find out how many verifications of earning slips were not returned to the Welfare Office.

Please discuss this with Jane Adams and the people concerned and let me know what you decide. The regional office is contacting Washington to see if they can request that the verification of earning slips are mailed to the employer, rather than given to the employee (or sharecropper) to bring to their boss. I'll let you know what they decide.

With best regards,

Cordially,

Jac Wasserman
Field Director

JW:lmm

cc: Fay Bennett
Ann Singer ✓

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JEANETTE ALLEN
GAIL HERSHBERGER
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October 22, 1964

Mr. Jac Wasserman
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Jac:

Here is the remainder of the expense money ($9.13) due you for your trip to Jackson.

I too am very disappointed we haven't had a report from James. Well, we'll see. I presume you talked with Nannette about this when she was in Atlanta. She probably arrived back in New York last night, but I haven't talked with her yet.

All for now. Best regards.

---

ann M57662 [n.d.]

Marp called - He's going home for holidays (until Jan 1). I told him he should discuss vacation in advance

He would like his expense check sent to Route I
Box 196
Leslie
Georgia

(874-5311)

Protest is pending with Dept. of Agric. We might check with Jac or Fay

I also told him of

November 19, 1964

Mr. James N. Mays
2243B Whitfield Mill Road
Jackson, Mississippi

Dear James:

Here is your check for the pay period ending November 15. I'm sorry it's late. I received it late, so I have an idea Mr. Appleton was away and unavailable to sign it or else it was delayed in the mail.

Also enclosed is a report I wrote recently to inform our Board members, and another report from the Scholarship Committee. I thought you should see these reports so you know what else is going on with SEDF. Further, you will note what I had to say in the Board report about your work. As we discussed over the phone, it is absolutely essential that we have reports from you soon. You really cannot expect Board members to go on approving your salary checks when they don't know what you're doing.

As you see, the Board meets again December 8 and they should certainly have the full report from you by the day of that meeting. I should get material from you well in advance of that meeting so I can write it up and get it mimeographed. (Unless you can do that down there.)

The trip to Washington and meeting with Secretary Freeman sounded very important and worthwhile. We expect, as I told you, a full report on that, as well as about your ongoing work in Mississippi. Also hope I will hear from Jac soon.

I'll do what I can about a typewriter and tape recorder. I don't suppose you know of anyone there or in Georgia who could get you a discount on a new typewriter or give you a good price on a second hand one? Shipping from here is costly and a nuisance, but I'll see what I can find out.

What are you doing for expense money? Jac mentioned some time ago that COFO was giving you some money for your car and trips. James, you know we have to be careful because of our tax-exempt status, and I'm not sure, because of this, whether you should take money from the direct action groups'. Please explain what you have been doing, and I'll ask our attorney about it.

It was good to talk to you by telephone, although I was sound asleep both times you called so can't be held strictly accountable for what I said. Glad you are O.K. and continue to be so enthusiastic about your work.

---

the pending transfr
of his job to Share-
croppers Have we
written them?
He was agreeable
I sent out rest
of scholarship
forms.

November 25, 1964

Mr. Jac Wasserman
care of Georgia Council on Human Relations
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Jac:

Hope this finds you well. Have been quite busy here, and know you must be too.

Enclosed is a report sent last week to our Board members. Thought you should know what SEDF is doing. You will note my comments regarding Mays' work.

Last week I was surprised to get a call from Mays from Washington, D. C. As I'm sure you know, he came up with a group for some hearings (?) and they had a successful meeting with Secretary Freeman in the bargain. I told James I wish he had let us know in advance he was coming -- it would have been a good time for him to come on up to New York and tell our Board members about his work.

In any case, I told him again that we were expecting a full report from him, and that I wanted it for sure well before December 8, which is our next Board meeting, so that I can either report orally on his work or, better still, hand members a written report. I need all the information well in advance of December 8 so I can summarize it, if need be, and get it mimeographed.

Then, a couple of days ago, I did get from him a ten-page general report, a couple of handwritten pages on the Washington trip, and several months worth of expense account sheets. I am hoping you have this report of his in hand too. The report is fairly clear -- better than before -- and gives me a very general idea of what he has been doing. I have, however, a lot of questions before I'll really understand what he does day by day and what his priorities and goals are. So, I expect I will have to be in touch with him very shortly.

Before I do write or call him, however, I would very much appreciate having your comments on his work and on the report, and perhaps you can clarify some parts of the report that are vague. And as his supervisor you can presumably let me know for the Board's information his strong points, his weak spots, etc. Jac, this is a lot to ask of you on short notice, but I hope you can take the time now to help me pull together a good, clear report for our Board. Of course, if Mays sent in regular reports as he should there would be no problem, but ----

I saw Dave Dennis yesterday at the National CORE office. He said he had heard good things about Mays, but had had no reports from him and didn't know what he was doing.

Well, that's all for now. I look forward to hearing from you soon.

Sincerely,

[Nov. ? 1964]

SCHOLARSHIP EDUCATION and DEFENSE FIELD REPRESENTATIVE

A Summary of Four Months Work

Arriving in Mississippi, I worked with the COFO Summer Project Volunteers, and some of the people were the people I worked with in Oxford, Ohio at the Summer Project Orientation on Federal Programs.

The volunteers and staff members covers most of the areas of consentration of Negro farmers. To begin with, I worked with persons who were already meeting to aid in solving problems. Madison County farmers were active in the Civil Right's social and economic areas, and this was an area where I could most likely get some results from an organization.

The ASCS County election is supervised by a Federal Agency of the Department of Agriculture. It was determined that the Negro farmers in Madison County, who were elegible to vote, out numbered the white farmers by three to one. 700 whites and 2,100 Negro farmers were elegible to bote in the election, and there has never been even a Negro Community Committeeman. To some extent the Negroes in this election was like the regular civil election, and there was nothing to do except vote for the white community committeeman's who were nominated by the out going white county committee.

The Negro farmers were not too clear on the duties of the county committeemen, nor how the committeemen affected their farms. Most of the farmers knew the officers had something to do with the policies that affected their farms, but they did not know how it affedted them.

An explanation of the duties of the Community Committeemen's duties, and the County Committeemen aroused much interest in the officials, who were elected by them. To these officers and the farmers were very much concerned, when as Negroes, they had a real chance to be on these committees.

Madison County was fortunate in getting a knowledgeable dedicated worker in federal programs in the person of Mike Peorria, whom I worked with and we formed a good relationship with the farmers, and started a good organization. Milton Pickett, a local Negro was a lot of help and a good relationship-man between the local farmers and the new people working in the county.

The objectives I set forth in Madison County are as follows:

1. An explanation of the Federal Agencies and Programs that exist, and the ones that were coming in to existence; particularly, the pending Poverty Bill.

2. Organization for Community action instead of individual action. Organization for community benefits that individual could not qualify for alone, but all individuals would benefit from. Finally, organization for political, economic, and social power, and mutual benefits that the individual could not possibly acquire for himself alone

3. Form an agency that can serve as a means of communicating the desire of the community to the committees to the county officials, and exert pressure to acquire these demands.

4. Find and imitate new means of increasing the net profit of the small family farms.

5. Find a market for crops that the farmers have grown, but because of poor marketconditions the corps had to be dropped.

6. Encourage the full use of the Federal State and local governmental programs that benefits rural and urban people. This includes registering at the Employment Security Offices for training and when unemployed or under employed.

7. To help keep the rural people informed of the new govermental programs and how they can benefit by them.

8. To assist people in complaint they have against governmental agencies.

These are the objectives I am working toward in both the urban and rural areas.

Upon arrival in Mississippi and in Madison County I talked with Mike Perrioa a COFO worker about the agencies the farmers are familiar with, and could get immediate services from them.

The F.H.A., S.C.S., and ASCS all had local offices, and in some way most of the farmers knew about some or all of the various officies, and some of the sercices the office gives.

We called a meeting inviting the ASCS office manager, the SCS manager and the FHA county supervisors to the meeting amoung the local rural farmers. The ASCS manager refused to come, but the Soil Conservation manager came, and the FHA county supervisor came, and this was the beginning of a new attitude about the COFO workers, the governmental agencies, and mess' ~~that means~~ a Core and Share-Cropper Field worker in the State.

This was something for the white agent of the agency to come out at the request of the people and Civil Rights groups and this alone was a kind of success and a good beginning.

I attended all of the local community meetings and spoke of a county wide meeting and the election of officers for the county.

On July the 27th, 1964 the Madison County Negro farmers met organized, elected officers, and name the organization The Madison County Farmer's League.

The Madioson Country met regular during the summer month of August and September, and in August a summer project lawyer met with the League and a charter application was file with the Mississippi secretary of state. After a conference with the Governor's officer, the charter has been issured to the Madison County League in October 1964, Mr. Otha Williams is a real millant leader.

I worked with similar groups in Bolivar County under the name of the Bolivar County Improvement Association. This group has not moved alone like the Madison County Groups for two and possibly three reasons.

1. The COFO people who made a real good impression personally, and who were real good workers and did a lot of canvassing; left shortly after the start of the organization, and the people who replace the worker were not as good as the first workers; these people worked with other things such

as school boycott , and ASCS election with not real emphasis on building the strong organize Bolivar county Improvement Association.

The meeting of the Association play the leading role in the 100% school boycott so this show the leader and the people can cooperate.

There were some arrests in a demostration and a lot of fear of violence was create, and when the major excitement was over the change of workers against the Improvemnet Association ceased to be active.

2. This is a real good area, and there are some good and bad areas in the county. I was to far away from the area and working with the ASCS election and this too had some effect on the activities of the Association. The president, Mr. Perry has to be pushed to keep going.

Mr. Moore a good strong man, in community action, and is helping to get information out and getting group started in the county at Winstonville and all Negro communities a few miles from Mound Bayou. Mound Bayou people are not helping with any other problems except Mound Bayou.

3. There is a need for more close association and close working relationship guidance, and moral support for the people to continue.

The Bolivar County group and the Winstonville group have great potential in doing something that will lead the way for other communities to follow.

Benton County a very active county in civic affairs with farms large enough to make a good living for a farm family.

The Benton County Civic Club was reorganized from an old club Charter early in October of 1964. This group and Mr. Reeve a good leader intelligent and act~~ual~~ively in agriculture and civil affairs. The vice-president, Mr. Jones also is a good man and very active in community affairs. There is a rural preacher, who is actively progressive toward community over all conditions

The home county cooperative group is not a progressive group and even though I attended two of their meetings, I do not know much about what the group is. I can say more about what the group is not, rather than what the group is. The group is not well informed on the affairs of a cooperative. The group does not show its charter, and the group is not progressive. There are some members whom CO FO had been working with the groups for a long time, early in the 1963's. This relationship with COFO work was not the best. I think the wounds can be healed.

Jac Wasserman suggested in late September that I spend a day or two in Tennessee with Art Emery, A National Sharecropper Field Worker. I did and it was helpful. I need more time to know more people and the area and what the man was doing. I got information on his Oil Cooperation, and in Jackson, Tennessee I got some information on the Frozen Food Industry in North Mississippi and South West Tennessee.

In Mid October, I moved into a county where violent atrocity struck against Negroes have been perpetuated. The town of the killers of Emmet Till, and this spring a Negro, who was insane was killed by a possie of about fifty or sixty people.

A COFO worker, Freddie Manngum works in a community, and I spent a whole day canvassing the community for people to come to a meeting. Some interesting people came to the meeting.

The Civil Rights activities are in the area, and some of the farmers, who are getting loans from private sources feel the private lender will not be lending to Negroes who take part in voter registration, and community civil acitvities and these people who made very little use of the FHA wanted to know more about the services and qualifications of borrows from the FHA.

The meeting was center around this information with emphasis on the important needs for an organization, and the benefits derived from strong organization. The meeting was a success. I got information on the growing of vegetables for markets. Th~~is~~ere was a farmer, who had a good side line of selling fresh vegetables. Even here you found people who measured up to, and beyond the professional people in most ways concerning civics responsibility.

The rural people are good potential leader in the community affairs. These people here in Tallahatchie County and every place I've been are good thinkers, good articulators, and think independently of a form of thinking that is necessary to hold a job, or from making the white community angry. Almost all professional people I have talked with to speakqs if there are set answers to give and a set way to give the answer that has nothing to do with grammer form, but rather not to speak against the form set by the power structure.

With all of this knowledge articulate ability and millantance, why are not these people doing more for themselves. The answer is simple. The official state of Mississippi and the states of the south Power Structure from local county offical up to the governor or governer down a geared to help keep Negroes in a subservient place.

The sheriff office is use to interminate people who try to organize to be a spokenmen for a small group. The High Way Patrol and National Guard are all use to keep Negroes from organizing and helping one another to get athe group into a better economic and social and political position.

You can say truthfully the Federal Governmnet have done and is still doing the Same thing. The Federal Agencies are changing and in places they have already charged.

The Church Negro and Caucasian church, as you know the fact that one is just white doesn not qualify one to be a member of the so-called white church, but one has to be a member of the Caucasian race to be a member of the church. The Churches too are all agencies that help to keep the existing system as it is. The out side influence and people who can not be put in the economic squeeze, that the local people can be put, is of great importance to the local people.

The local people of the white community have effective tricks that help to keep effective Negro organization from becoming strong and useful to the total Negro community.

With the over all movement in the state and some awareness and understanding of what is going on the Negroes are now taking advantage of the chance to organize and with as much as possible on all levels a change will come and come soon.

There is a need for capital to be invested in business that will create home grown industry and use the surplus labor in the state. This economic independence is a great source of action or interaction.

We have talked about in some of the meecting the possibility of getting industry in rural towns. This require study, research and capital to do. These are the areas I have been working in and to this point emphasis was on organization and the ASCS. Where I have worked regular with the group, and good COFO worker have worked the group are becoming aware of the power of the organization.

Two churches in Madison County was burned where the only meeting that were held there was the Farmers League meeting. This helped the people become aware of what is important. This also bring people together, and make quiet people millant in their activities. The fact that the churches were never harmed when large meeting were held at the churches for religious services make the people know that the white community fears civil and economical organization much more than they fear larger groups praying. The size of the group did not matter as long as the group met for religious services and pray meeting but small groups meeting for civil and economical organization make the churches so bad and threatening that the churches had to be destroyed is having a profound effect on the majority of the people.

The effect of the church burning in most cases is postive and bring the people together and make more people active in community affairs. As a result the churches do more good by getting themselves burned down than they - the churches - do standing.

This is helping even in new areas to get people out to meeting. The people with the information see the need of organization and they are organizing for information and action.

2243B Whitfield Mill Road
Jackson, Mississippi

December 7, 1964

Dear Ann,

I received your letter about the fund for expenses and taking money from COFO. As I stated, I was buying gas, paying other bills such as telephone bills with my pay check. There was money from the farm. I dod not take any money from COFO or any of the groups. The only money dealing I had with the these groups were to pay their expenses to Washington to help with the Hearing. That is all I had gotten from them.

If you do not have a typewriter now I can get a second-hand one rather cheap here. If you get one later for Mississippi I can get it when someone or myself from here is there in a car. Some of CORE people are always up there. If you do not have one by the 15th of December, I will get one here, ok? I could get you some real good stuff here if I had a tape recorder. I would like to have one early next year, if possible. Mrs. Willen seemed interested in the tape recorder for she stated she would like to hear the tapes of the people themselves. Mrs. Willen might have some ideas about getting a recording machine

The hearing in Washington was not planned out real well, but it turned out real good. Some concerned people were there and they got action after the talk, not just talk .

I am enclosing a report on the hearing and the meeting with the Secretary of Agriculture and his top administrators.

There have been quite a bit of interest here in the A.S.C.S. Election for the third of December. Quite a bit of work have been put into this election.

Most of the foot and field work was done by COFO but the explanation of the importance of the county committeemen was the big job I had to do in the county meeting where I work,

The work I plan to do for December is already made up for me by the works of the hearing and the proposal made to Secrerary Freeman concerning Mississippi.

It was suggested to me in Washington that I go to Lafayette Louisana and see and study the Community Action Program proposal that has been accepted and that I take some of the leading local workers to see. The trip is out of the state, and about 400 miles around trip. This would mean a lot to me and the people who will be helping plan and working in groups. There is also a group in Corinth that have a plan about ready to submit. I hope to see this group also.

Jack asked me to come to Tuskegee for a conference of Professional Agriculture Workers. The theme of the conference is Implication and Implementation of the Economic Opportunity Act of 1964. A lot of Specialist from Washington and the field will be at the meeting.

Respectifully yours,

James N May

Field Representative Future
Work Plan for Mississippi

The work I have been doing from July 1, 1964 to November 15, 1964 have consisted of organizing counties into action groups. The county organization meeting was a place to gain community feeling of oneness, togetherness, and experience in discussion of individual, local, community and county problems with new hope and information at hand.

The organization was organized as an agency to get and dissiminate useful agricultural information. People are interested and active whwn people understand; can use the information being given; and are more active when they are dealing with real things not ideas.

So in encouraging the people to come together and organize I always talk about things the group knows something about, understand and can use the information. These kind of meetings get talked about by the farm folk and I think this is the start of farm organization.

As you know to get these organization organized, informed and acting requires a close working relation ships with the people on all leavel to get active partipation on all levels and some hope the people will have to get confidence not only in the program but the people who administer the program.

Community Action Program

The Community Action Program requires that the local people come forward with their ideas and plans of implementation. I think it is of importance to start atleast three sothat the possibility of getting a group plan approved is extended over a more varied program. As we all know the Governor of Mississippi is not anxious to approve an integrated program.

With pilot project going up now the pressure and the desire to move ahead in the area of education and economic opportunity will be at a stage where he,(the governor) will find it hard to to disapprove. I feel that white involvement and support is the best way to get a complete program going.

The problem of intergration cannot be avoided here in Mississippi, nor can it without a sciencer concerted effort be resolved in one move but I will work for total intergration. The point I ask now, at what point do the people that are involved mostly and concern desire a compromise do we work with a compromise and accept one? This might be the getting of the whole pie or no pie. Which should we take? This is a question I ask you to help with, and the people to will have to decide also.

Community Action Groups, and the Poverty Bill of 1964

I have found several groups who would work with the Commuity Action Groips in working up plans to help better economic and social conditions in their community. I plan to work with the group in getting information to them, take surveys, research, getting technical advice and assist in drawing up a proposal for a community action. In working with the groups I hope to get local people active in all areas of the projects. These proposals entail getting a lot of information about a community and the future hopes for the community.

Information: The knowledge of what the action groups have to do, how it can be done best, and what people, local, state and federal agencies that can be of help in meeting the needs of an acceptable proposal. I hope to get and give to the group this information.

Research: Reseaech requires some training and some technical help, but a lot of the information can be compiled by the local people. The local agencies are to help in the group action, and I will assist the group in getting the agencies that can best do a job to help do the job. What every agency that has the information or that can do the job of getting information we will use.

The research will tell of the past present and help plot the course of the future of the community , based on the human and natural resources of the community. I will help in what way I can in getting the job done.

My Trip to Washington

Several farmers, working people, and college students went to washington to take part in apublic hearing sponsored by S.N.C.C. in the National Theater in Washington, D.C., November 14, 1964. Sometine about 10:00 a.m. people began scarcely to come into the National Theater. We had had a press meeting witha small group of Washington radio stations, t.v. stations, and newspapermen in the lobby of the theater.

Jim Monponies the SNCC Washington worker who had arranged all of the preceeding had told me very little of what he wanted me to do. I thought I was only to help explain to the people from Mississippi questions that the panel and moderator might ask of them. I was only aware of half the part I was to play in the hearing.

The hearing got off to a late start but a lively one. I was told that I was to be moderator as well as interpertator and I nervously started. I was asked to make an introduction of the problems of Mississippi and of the people from Mississippi and the panel. The short cut saved the day, that is I let the Mississippians and the panel introduce themselves.

The panel was made up of the following people: Mr. Henry Reeves of Holly Springs, Mississippi, a farm owner who told of the poor means of communication between the Negro farmer and the Agriculture Agent that is suppose to explain the programs to the farmers. Mr. Reeves pointed out the fact that Negro farmers and especially the ones that cannot read, have little or no chance of learning about the Agricultural Program of the State and Federal Government. The county Agent, a Negro, do not give any help other than new insectisides or new methods of cultivating crops. The intrical program of ASCS, SCS, FHA are not explained to most of the small farmers. This help to lower the income of farm families in the area.

Mrs. Bessie L. Brown, of Vicksburgh, Mississippi told of how little shegot from welfare to take care of seven children. They are out of work most of the time and no source of income. She (Mrs. Brown) has been very friendly to COFO, its programs, and its workers. Since she has been working with COFO her home has been bombed and living fear stay with her children for they never know when the bomber may come back,

Mrs. Victory Gray; who works as an advisor to SCFE and a Congress Woman Candidate with the MFDP from Hattisburgh, Mississippi told of the fact that the city of Hattisburgh will not give her husband a liscence for a job as a plumber. After she became a MFDP candidate her husband was fired from the city job as water works worker.

Mr. Cris Dixon, of Holmes County is a farmer who tries to make a living for an immediate family of twelve(12), that is then children, his wife and himself, on eight acres of cotton and twelve acers of other crops such as corn, soy bean, and other small patches of crops. Which at the very best he could only gross $4000, but he does not do this. He Mr. Dixon's crops usual gross in a good year is about $2,500. Expense has to come out of this. This leaves less that $1,000 for twelve people to live on a year.

Mr. Dixon's story of three beds in a one bed-room house for a family of twelve , and four to the bed was a real sad but true story. This is the life he has adjusted himself to live with, but the worse of it was when he (Mr. Dixon) was unable to work his crop because of a broken shoulder, the welfare took its own slow time about helping the children with nothing to eat. The Dr. of Tchula nad Lexington would not work on him because of his inability to pay the bill. Mr. Dixon's shoulder was hurt in January and he had it set by a M.D. who did not set the shoulder properly and it was not set properly until October . During this time he lost his crop and a lot of the time the children were hungry. In April he was able to work but he did not have anything but bills to go on and he was taken off the welfare. This but him out of food again. He was not receiving pay at that point for his work on his farm, and his farm had no operating loan so he had to work on Delta Plantations three days out of a week to have food. He was paid three dollars a day for ten hours of work.

An old lady in the audience asked very excited,"are there any white Christian Doctors in Mississippi." Mr. Dixon said,"I do not know, but no one would help me.

Mrs. Annie King of Sunflower was fired because of a association with voter registration workers.

Mrs. Annie Devine of Canton, Mississippi lives in a public low rent housing project and was out of a job, no social security benefits being received, and when the authorities found out that she was working with people to get them to vote her rent was raised.

Near the close of the evening session people of the audience who heard Mrs. Fannie Lou Hamer 47, of Ruleville, Mississippi in Leflore County tell how people in the past have been controled by the way the authority give out surplus food, people were sure that the Department of Agriculture who administered the program should know about how bad the surplus food program has been and is being administered in Mississippi. Mrs. Hamer made it clear that Ruleville is the home of Senator Eastland. Mrs. Hamer said a person had to have an employer to sign for him to get food. Whereas because of the cotton picker and other machines a lot of people do not have an employer who will sign. How will these people live, Mrs. Hamer asked? The civil Rights activities are not making immediate friends for the people in Mississippi.

Someone from the audience at this time wanted a call to be made to the Secretary of Agriculture for an appointment for these people to tell him the story they had told the public.

Members of the panel were:

Dr. Paul Correly, Howard Medical School, Medical Committee for Human Rights, Washington, D.C.

Rev. Walter Fauntroy, Pastor New Bethel Bapsist Church and a representative of SCLC.

Clyde Ferguson, Dean Howard University School of Law

Marvin Caplan, Industrial Union Department AFL*CIO Commissioners Council on Human Relations

Howard McGuigan Central Labor Council AFL-CIO Human Relations Council

Rev. Paul Moore Jr., Suffragin Bishop Episcopal Diocese, Washington
Stanley Newman, Legislative Assistant to Congressman William
William F. Ryan Assistant Congressman
Dr. Fred Soloman, Center for Youth and Community Studies, Howard
University Medical Committee for Human Rights
Mr. William Higgs SNCC, Lawyer, Washington

Mr. Higgs and others called friends that knew the top people and shortly there after a conference was arranged with the top people in the Agriculture Department.

We met Saturday night and arranged for the meeting and discussed the method of presentation of our problems. Mr. Higgs the SNCC lawyer was the advisor of the group from here through the meeting with Secretary Freeman and other top agency members of the Department of Agriculture.

Mr. Higgs briefed the group on a proposal he had worked out for an Advisory Committee for the Secretary of Agriculture. The secretary has the authority, power, and money to do this so as to better implement the Agriculture Department program in Mississippi: A person for the State ASCS Committee and two for the State FHA Committee, and one for all counties Fha Committees.

I suggest that the Extension Service be asked to render more service to help the small farmers. A lot of the rural local problems is in the fact that the farm folk are not in formed as to existing economic, social, and informational programs that ould help them better take advantage of the programs that help the small farmers.

On Monday morning at 9:00 we met at the Agriculture Administration Building and went in to Mr. Roberson's office and from there to Mr. Houston's office assistant to Mr. Freeman. We talked of the same problems we had talked about at the hearing.

Mrs. Hamer told of the paper carring a list article that would be given but the Negroes never got all of the articles. One in particular was butter. Mrs. Hamer named a place where surplus commodities were being sold from the store. The owner was not aware that the butter was in the marked packages nor could one of his helpers read well.

This was placed under investigation and details were to be given to the head of the Department of Marketing Service.

Mr. Ray Fitzgerald talked to me about the ASCS election of the third of December. He explained that the right to vote at polling places over mailing in ballots was the County Committees right as an equal number of counties went to the poll by mail. He insisted that any foul play would void the election.

We had an evening session with the marketing service because Mrs. Hamer felt that the person taking her complaint was as bad as the people she complaining about. Mrs. Hamer was assured the matter would be investigated.

I personally feel that some constructive plas and positive action will come of the hearing and meeting with Secretary Freeman and his aids. I think that the keeping of the problem before the public and the government will push the people of power into constructive action.

A lot of the agents of the agency mean well but he must be pushed the way he needs to go with good will force. Power, public opinion and moral persuasion. There are other forces acting against him and the poor people at the same time.

With hard facts like the hearing brought to the public will move a lot of people in the right direction.

Mr. Freeman said that he wanted the policy by mail because intimidation was the reason for voting by mail, and leaving the pole in the first place. He asked me if I thought the Extention Service needed stopping. I said if it does not do any better the money could be used for more useful purpose.

This was a direct question from Mr Freeman to me and I was concern about making a statement that would have such far reaching implication and effect. Mr Freeman stated he was having serious trouble with the Extention Services and the Farm Beareau in the State of Illonios where the Farm Beureau want to rule the Extention agent as they the Farm Beureau see fit.

I think that in January the Secretary will insist that the Extention Services be more active, in Community action.

January 5, 1965

Miss Fay Bennett,
Executive Secretary
National Sharecroppers Fund
112 East 19th Street
New York, N.Y. 10003

Dear Fay:

To confirm in writing our telephone conversation of two weeks ago, the Board of the CORE Scholarship, Education and Defense Fund hereby officially requests that the employment of Mr. James N. Mays be taken over by the National Sharecroppers Fund.

This matter was discussed and it was voted to make this request at our last Board meeting on December 8, 1964. Mr. Mays has in fact been doing the same work as your other representatives in the South and has been supervised by Jac Wasserman. Therefore, since funds are now available, it seems clearly preferable for him and for both organizations involved to have the National Sharecroppers Fund hire him directly.

I have discussed this in a preliminary way with Mr. Mays, and he thinks this arrangement would be fine. I told him we would keep him informed, and that you would be inviting him to a conference in Atlanta the end of January and would explain the matter to him then.

If I recall correctly, you said on the phone that your organization might employ him as of January 1, 1965, and therefore would reimburse us for whatever payments we make to him this month. However, our Board members did agree to supply him with a typewriter this month, since he has been telling us for some time that he very much needs one for his work.

We have had good reports from various people regarding Mr. Mays' work. While he very much needs close supervision and training to help him organize his work more efficiently and effectively, we have been very satisfied with his efforts in Mississippi so far. Mr. Mays seems to have developed a very good rapport with the rural people he seeks to help, and surely has a great deal of positive enthusiasm about his job.

Mr. Mays was employed by SEDF on June 1, 1964 at the rate of $6,000 per year, with about $1,500 allowed for his travel and other expenses. For more than a month after his employment, we provided him the money and opportunity for training. This included conferences and meetings, but the important part of it was two weeks on the job with your representative, L. S. James, in South Carolina. We have a full file containing our written agreement with Mr. Mays and correspondence and reports from him, all of which we shall be glad to turn over to you when NSF assumes his employment.

The Board of the CORE Scholarship, Education and Defense Fund is very pleased and proud that it started this program in Mississippi, and feels that the effort and money put into this project have been most worthwhile. We shall be happy to cooperate with the National Sharecroppers Fund in whatever ways we can to insure the continued success and progress of Mr. Mays' work in Mississippi.

I hope to hear from you soon about the matter.

All good wishes in 1965!

Sincerely,

Martha Ann Singer, Co-Administrator
(Mrs. Monroe S. Singer)

phone: MA 4-7729

cc: Andrew Norman

FOR THE ADVANCEMENT OF ALL AGRICULTURAL LABOR
NSF
SINCE 1937

NATIONAL SHARECROPPERS FUND
112 EAST 19th STREET • NEW YORK, N. Y. 10003 • GRamercy 3-0284

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January 15, 1965

Mrs. Monroe S. Singer
CORE Scholarship, Education and Defense Fund, Inc.
1 Union Square, Room 902
New York, N. Y. 10003

Dear Ann:

This is in reply to your letter of January 5th regarding the employment of Mr. James N. Mays.

I presented this matter to a recent meeting of our Executive Committee and they concurred that NSF should take full responsibility for employment and payment to Mr. Mays for his salary and expenses since his work obviously falls under our program and we have been giving him guidance and supervision.

However, our Finance Committee has not yet received the audit for our fiscal year which ended December 31st nor have they come up with a budget for 1965. In addition, our Executive Committee asked that this matter be put before the joint Southern Regional Council-National Sharecroppers Fund program which is working to secure Foundation grants to support an expanded rural field program in the South under NSF direction in cooperation with the state Councils on Human Relations and the SRC. I have written to the SRC people about the matter of Mr. Mays but have as yet received no reply.

As you know we are having a consultation of all of our field staff and special training staff with a few additional consultants in Atlanta on January 30th and 31st. We are asking Mr. Mays to come to that meeting and will cover his expenses to do so. At that time I will definitely take this matter up with the SRC officials and hope that we can arrive at a definite decision.

In any event, you may be assured that NSF's Board wishes to assume responsibility for Mr. Mays. The only question is when we can begin to take up his salary and expenses and how it will be arranged. I am not sure that it can be made retroactive to January 1, 1965. Perhaps we can find that we can start on February 1st of this year. Do you think that would be all right with CORE SEDF? We really are strapped for funds right now and I have not had the authority to make any decision on this until our Executive Committee was able to meet and take the matter up. They did not discuss the matter of making his employment retroactive to January 1st, and I do not think they could have done so since the matter will rest with the Finance Committee.

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While all of the details aren't settled yet, I do think we can work this matter out satisfactorily if you and the CORE SEDF will bear with us for a while during this interim period. We do agree that the CORE Scholarship, Education and Defense Fund has played an important role in getting this program started in Mississippi where it is so sorely needed.

With all good wishes,

Sincerely yours,

Fay Bennett

Fay Bennett
Executive Secretary

FB:tr

February 11, 1965

Mr. James N. Mays
2243B Whitfield Mill Road
Jackson, Mississippi

Dear James,

Here is your check for the pay period ending February 15, 1965.

Will you please let me know right away whether you received the typewriter we sent you. If so, let me know too if it arrived in good shape and is satisfactory for your needs.

I have thought of you a number of times lately and wondered how you are getting along. Fay Bennett is in Florida now and we have not really heard about your discussions with her in Atlanta having to do with your going on the payroll of the Sharecropper's. Please write to us and tell us what you are doing, and what you worked out with the Sharecropper's.

Our program is really growing, and particularly in the area of legal defense. We've been very busy keeping up with it all.

Hope you are well and getting along OK.

Best regards,

February 18, 1965

Miss Fay Bennett
Executive Secretary
National Sharecroppers Fund
112 East 19th Street
New York, New York 10003

Dear Fay:

This is to confirm our Monday telephone conversation during which we agreed that the National Sharecroppers Fund will take James N. Mays onto its payroll as of March 1, 1965. We understand that, if at all possible, the Sharecroppers Fund will reimburse the CORE Scholarship, Education and Defense Fund at some future date for the salary paid to Mr. Mays for this past month of February. We will write to Mr. Mays about these arrangements when we send his check at the end of the month.

We do have a very pleasant new office here on Nassau Street. The new phone number is 964-8[illegible]97.

Thank you for your good cooperation in connection with James Mays.

Sincerely yours,

Martha Ann Singer, Administrator
(Mrs. Monroe S. Singer)

lu

March 2, 1965

Mr. James N. Mays
2243B Whitfield Mill Road
Jackson, Mississippi

Dear James,

Enclosed is your salary check for the last half of February. As you probably know by now, the National Sharecroppers Fund will put you on their payroll as of March 1st. I presume you have been in touch with them about salary and other arrangements.

We have been very pleased with the job you've been doing, and are proud that CORE SEDF took the initiative in starting this needed program in Mississippi. However, I think we're all agreed that the Sharecroppers are in a much better position than we are to give you the supervision and backing you need to do your work.

We will all want to keep in touch with you, and will be interested to know how it goes. We would very much appreciate having a final report from you, telling briefly what you've been doing, so we can bring the Board members up to date at their next meeting on March 10th.

Also, you must let me know right away whether or not you received the typewriter we sent you. If you have not received it by now, I want to get after the typewriter company.

One other thing. Our accountant, who has been doing an audit of our books, tells us that the check we made out to you last spring (June 26, 1964) for $89.25 for you to travel up here to see us was never cashed. Can you remember to whom you gave it to get cash? We gather that the party you gave it to never cashed it. Perhaps you can give us some information to clarify this.

Well, James, I hope this finds you well and getting along all right. We send our best, and look forward to hearing from you soon.

Sincerely,

Martha Ann Singer, Administrator
(Mrs. Monroe S. Singer)

lu
encl.

bc: Fay Bennett

2243 B Whitfield Mill Road
Jackson, Mississippi
March 7, 1965

Dear Ann,

I received your letter concerning the 89 dollar check and I can only vaguely remember all of the circumstances of the transactions, but I will relate them to you.

I remember you prepaid for the plane ticket and I picked up the ticket in Atlanta, there were other expenses and I am not sure how they were paid. There was a deduction for some of the expenses in South Carolina. The one thing I an not sure of is the check I was to get and give my mother.

This might be the difference that was responsible for deposit shortage. If the check was made out to me I do not at this time remember getting the check or cashing it. I do remember paying my own expenses in a number of cases.

I did not get a check for the first half of February of 1965. I did not write you about it because I thought the National Sharecropper Funds might send the check but I got your check for the last of February; so I guess you also sent the check for the first half.

I want to thank,you, the board and the adminstrator for your employing me in this important work and your very considerate consideration of me in the work I am doing here.

I am aware of the fact I did not get my reports and expenses account out on time, but I never put aside an opportunity to be of service to people in the work we are doing here.

I think you, Ann, are quite aware of the problems of doing the work and writing the letter you are to write. Aside from this you are a great person to work for and with. Thanks again for everything.

I will keep you informed on the activities of my work here and if Marvin Rich needs me for anything, I will be glad to be of any service I can to him. I will always hold your groups in high esteem.

I have not gotten any hearing from the typewriter.

Sincerely yours,

James Mayes

James N. Mayes.

March 11, 1965

Shelley,

James Mays has not received a check and letter send him on February 11th. That check was for the pay period ending February 15th.

The bank told us yesterday that the check had not been cashed, so it must be lost in the mails somehow.

Would you please sign this stop order form for us and send it on to Manufacturers Hanover Trust Company, 530 Seventh Avenue.

Thanks so much.

Martha Ann Singer

March 16, 1965

Mr. James N. Mays
2243B Whitfield Mill Road
Jackson, Mississippi

Dear James:

Thank you for your good letter and report on your activities which was received last Thursday, the day of our Board meeting. The Board members were glad to hear from you, and asked me to send their warm regards and to wish you well in your work.

I am enclosing a copy of my letter sent to you on February 11th with which I sent your salary check for the first half of the month. The check and letter must have gotten lost in the mails. Has it by any chance turned up yet? We called the bank and found that the check had not been cashed, but, just in case it should yet fall into the wrong hands, we put a stop-order on it. Therefore, even if it should come to you, you won't be able to cash it. I will get another check signed for you this week, and will send it right out to you. I'm sorry this happened.

About the typewriter. I am really very angry with the company we had send it to you. In January I paid for the typewriter and the express charges, and they assured me they would send it right out. When I got your letter last week I checked with them and to my great annoyance discovered that they did not send it until March 1. They have been very bad about other commitments they had to us, so if you have not received the typewriter, in very good condition, by the time you get this letter, let me know and I will get our lawyer after them.

Well, we are all terribly concerned about the Selma situation, and only hope the deaths, injuries and violence will not have been in vain. It is so appalling to think about our trying to spread democracy and freedom all over the world, when such hate and hurt manifests itself here at home.

I will shortly drop you another note, and send that check. In the meantime, know that we are all proud of the good work you are doing in the "front lines" in Mississippi. Please be careful and don't take unnecessary chances.

Very sincerely,

P.S. I enclose an article from the N.Y. Times. We are sure you had something to do with calling attention to this discrimination in farm programs.

2243B Whitfield Mill Rd.
Jackson, Mississippi
March 18, 1965

Dear Ann,
I got your letter and the typewriter about the same time Wednesday the 1 7th and as of yet I have not gotten the letter with the check in it. Tanks for the typewriter and it look as if the machine is in goodmshape.

I am glad the report got to you before the board meetting and was of some service to your meeting. This detail report that is inclose is the substance of the work I have been doing here in Mississippi. I amsure that some people lives have been made better because of the work you are doing.

? nothing with this letter

About the shake up in the agriculture department I think the hearing back in December the reporting of the bad practices of hireing the small percentage of Negro worker in the Agriculture Department, and the exposurer of the ASCS election, plus the statement made the Freedom Democract Party all help to get action started. I was very please to learn from the state director of the ASCS that this year the ASCS county offices are goimg to hire Negroes as Compliance Reporters on a part time basic this summer. These reporters are abale to make a sideable amount of money for highschool and college students during the summer months. To grt this imformation out to all of the counties will be of great to the local people in a lot of ways. To the white people the they will see that a change is coming and that they just as well acept the change, the Negroes will see the new opportunities as the change that is comming and we had better get reader

I am now making some inroad into the Jackson Mississippi bourgisie community and I have been ask to be the Community Action Committee adviser and this is going to oppen a much broader areas of work for me. This will also be a new line of cmmunication to larger segments of the people throught the state on all levels of the people. As you know the NAACP here in Jackson and thraught out Mississippi is a little wearof the COFO organization and I think have with drawn all financial support to COFO. The COFO workers here in Jackson and to some extent throught out the state are weary of the pettie little deals and the way the NAACP is going about doing nothing in Jackson and talking the works of those who want to do something here in the city. The student, high school, movement have made some open displays agianst the NAACP and COFO was respondible for the incidents. I think that because of these contacts with the groups I will beeable to help synchronize to some extent the work of COFO and the NAACP here in Jackson.

One of the things that started the resentment of the NAACP was the calling off a protest demostration that had been agreed upon back in February when a 18 year old Negro youth was kill in the Hind's county Jail by the jailer helper and some deputies after the boy had been sentence six mounth for insulting a white girl. The deputies were drinking on the job according to the indirect investigation and twenty one of the sheriff deputies were fired for drinking on the job but no charges have been made about the killing the unarmed man in jail. You can see that things are not close to being just here in Mississippi yet.

I have been working on a lot of big things and real busy so I will drop a few lines real soon

Yours for justic

James

March 19, 1965

Mr. James N. Mays Mill
2243B Whitfield /Road
Jackson, Mississippi

Dear Mr. Mays:

Enclosed please find check in the amount of $209.14 representing replacement of lost check covering half month salary ending February 15.

Sincerely yours,

Martha Ann Singer, Administrator
(Mrs. Monroe S. Singer)

lu
encl.

[March 1965 ?]

A SUMMARY OF THE EIGHT MONTHS OF FIELD WORK IN MISSISSIPPI IS AS FOLLOWS:

I work as a resourse man to COFO project on Federal program dealing with agricultural problems and programs. In relation to the COFO and SNCC, working with rural poor people's problems. I went with a group of people to Washington, D. C. for a public hearing on the agriculture problems that ended with an audience with sec. of agriculture, Oville Freeman.

I was a source of agriculture information of the rural groups. I help these rural groups organize to work cooperative on problems that face rural groups and individuals.

I inspired and helped to **organize** groups in the following counties: Madison County; The Madison County Farm League, and the Madison County Farm Coop which has been chartered and is selling stock. The Bolivar County Improbement Association, which was instrumental in getting the split school sesson cut out in Bolivar County. The Benton County Improvement Club, which helps elect two committee men to the ASCS community Committee in Benton County. This group is helping in the support of community centers **and is** involved in adult evening classes and Freedom days.

The Hormany Community and the Ofeehoma Community both of Leake County recieved services that benefited the groups. A group from these communities visited the State Farmers Homes Adminstration Director, which speed up several loans in the Counties. I got the Justice Department and FBI to investigate the refusal of the butane gas company in the area and the State to sell the people Butane gas. The investigation resulted in the restoring of service to the Harmony community.

In Leake County, the farmers are to get FHA services that they have in the past been refused. There were meetings in Tallahatiche. A group of 50 farmers got information on Federal Programs.

Warren and Rankins counties are the later counties I have been working personally in. Penola counties at Batesville is another real marketing and service coop. that have a real purpose to serve to about three hundred farmers who are having trouble with their present Broker. This group would like to get a better price for their okra. They are offered 4½ cent a pound now for their okra and in the past, it was lower. The broker is known to get as much as ten cents a pound for the okra.

As you know I started the ASC Selection of Negro Committee Men in which 11 committee men were elected and two Negro chairmen were elected.

I have been giving information on trading program and encouraging people to register at the state employment office. This is the first step toward setting up training program.

For the next six months, I will be working with the proverty Program and getting groups to organize to ask for and participate in community action programs.

This effect a success in the work with groups of the needed will help in getting the help to the needed persons. As your probability that governmentaid that is intented for the poorest people usually never get to the poor but to the administrator and their friends which are not the poorest people. The poor and needy remain poor and needy and by getting these people organized help more of them to benefit from the program. Again the problem is a lack of knowledge of information about the disbursement of the funds and the making of the policy that govern the disbursement of the funds.

The Provery Program in the Community Action Program provides for the poor to take part inall phases in the programs. This includes the administration of the porgram.

For your information of the Proverty Program, it has spent 3 million dollars and only 27 thousands dollars have gotten to the poor people. Hopeful, after the war on proverty is out of the planning stage, at least one third of the money will get to the needed people may be ever more.

I will give further information as soon as I complie the information. I have been real busy giving the information to people.

The Proverty Program in the Community Acthion Program provide for the poor to take part in allphases of the program. This include the adminstation of the programs.

For your information the Provery Program have spent 3 million dallar and $27,000dollars have gotten to the poor people. Hopeful, after the war on Proverty is ou of the planning stage at lease one third of the money will get to the needed people may be ever more.

I will give you further information as soon as I complete the information. I have been real busy giving the information to people.

What you should know about

ACREAGE ALLOTMENT PROGRAMS
(for cotton, rice, and peanuts)

This fact sheet tells how the acreage that you can plant in cotton, rice, and peanuts is determined, when it is determined, and what you can do if you think that you are not being fairly treated. It does not try to tell everything about how acreage allotments, along with marketing quotas, operate as a part of the overall price support program.

Market quota, referendum, and acreage allotment

Your local or county ASC committee* each year holds a referendum called by the Secretary of Agriculture to approve the marketing quota for each of these crops for the coming year. This referendum is held not later than December 15th (except for rice, which may be held in the following January). Before the referendum is conducted, your ASC county committee has made the acreage allotment for each farm in your county, and the notice of your allotment (if you are entitled to one) should have been mailed to you. If you hear that a marketing quota referendum is going to be conducted and you have not yet received your notice of acreage allotment, check at once with your county agent or at your local ASC office.

Who takes part in the referendum, the ASC committees, and the acreage allotments

You are entitled to participate in the referendum (and in the election of your local ASC committee) if you operate a farm as a sharecropper, tenant, or owner and are entitled to an acreage allotment. You must have an acreage allotment if you produce cotton, rice, or peanuts for market (if two-thirds of the producers of the country who vote in the referendum approve the marketing quota for the crop).

How big an acreage allotment should you get?

The acreage allotted to you should be your fair share of the acreage allotted to your county for the crop. Generally, your fair share is based upon the past crop history of your farm and of the other farms producing the crop. (Abnormal growing conditions, the land, crop rotation, and your own experience are sometimes considered.) The allotments for all the farms in your county are listed at the ASC county office. Examine this list right away if you do not think your allotment is fair. Even if you have a small farm or a new farm you are entitled to some allotment for the crop. Ask the ASC office or your county agent to explain your allotment to you.

What to do if you don't get your notice on time or think your allotment is unfair

If you do not get a notice of your allotment in the mail at the same time that your neighbors get theirs and before the marketing quota referendum, inquire at once at your local ASC office and write a letter to the Secretary of Agriculture, Washington 25, D.C., telling him what happened.

---

*The ASC committees are committees elected by the local farmers to help carry out the programs of the Agricultural Stabilization and Conservation Service of the U.S. Department of Agriculture.

When you get a notice of your allotment in the mail, read it carefully right away and save it. If you do not understand it, ask your local ASC office or your county agent to explain it to you. If you are not satisfied with the acreage allotted to you (or your farm marketing quota upon which it is based), file a written application for review with your local ASC committee within fifteen days of the postmark on your notice. Keep a copy of the application for yourself.

If you apply for a review of your allotment in time, it will be reviewed by an ASC review committee of three farmers who have been appointed by the Secretary of Agriculture and who are different from your local ASC committee. This committee will change your allotment if it decides, after considering all aspects of your case, that you did not get a fair share of the crop acreage allotted to your county.

If you still do not think that you are being treated fairly after the review committee has made its findings, you can appeal to the United States District Court or to the State Court of your county for further review. This is likely to be expensive, however, and you should get legal advice before you try to do this.

How to get an extra allotment

If you want to put more acres in the crop than you were first allotted, apply to the ASC committee. The county committee has held in reserve part of the allotted land to take care of the adjustment of any claims made, and sometimes growers do not want to plant all the acreage given them. This excess is divided among all those who apply for it.

The measurement of your land

The correct measurement of your farm is important to you and to the government. If your fields are measured too big, you will not be planting all the acres to which you are entitled. If they are measured too small, you may be planting more than you were allotted and have to plow up some of it or be subject to other penalties. Regularly--at least once every three years--the local ASC committee is supposed to measure all the lands you cultivate without cost to you and can, at any time, check by measuring to be sure you are not planting an excess of the crop. If you request it, the ASC committee must measure your fields before you plant them or will remeasure them later. But you must pay for the cost of this special measurement, so be sure you find out how much it is going to cost you before you ask the committee to do it. If you don't ask for prior measurement or remeasurement, you are bound by the ASC committee's determination of your acreage.

- - - - - - - - - - - - - - -

If your ASC committee office does not treat you with fairness and with courtesy, or if it segregates you or discriminates against you in any other way, get all the facts you can, including what happened and when and where it happened. Get the names of the persons involved and of witnesses if you can. Send a full report of it to the Secretary of Agriculture, Washington 25, D.C.

Prepared by NATIONAL SHARECROPPERS FUND, 112 E. 19 Street, New York 3, N.Y.

RECEIVED

OCT 18 1967

SEDF

Subj: Mississippi Employment Commission
Date: October 15, 1967
From: James Mays, Mississippi Field Representative, NSF

A request from Jesse Harris of Hinds County Project Headstart about information that would be helpful in getting young people, ages 16-25, employed in the Hinds County and Jackson area led Jesse Harris and myself to the state office of the Mississippi Employment Commission.

The reason for going to the state office is that I found Mr. O. H. Simmons, chief operator of the planning division, to be straightforward and co-operative in providing information and services to individuals and groups who need the services of the employment office. Mr. Harris had visited the local employment office to get information that could be given at community meetings to individuals interested in the services of the employment office in helping them to secure employment.

The counselor who was assigned to Mr. Harris was black, but seemed to have very little information in relation to the training available. It is likely that information about MDTA programs are not well publicized for the Jackson area. Jackson and the Hinds County area were alloted only 25 training positions for small gas engines and 25 training positions for electric welding. The courses had begun with vacancies. This is evidence that none of the counselors, black or white, are giving information to the people who need training program information. Mr. Harris was not given any information about the training programs and the procedures by which individuals can get into training programs at the local office. Mr. Harris is a social service supervisor in the Headstart project and will be given information about employment and training opportunities to approximately 20 employed community aides who will in turn give this information at community meetings throughout the county.

We were given some useful information concerning the state assistance program for moving employees within and outside of the state. The civil rights groups oppose this because they feel it is an attempt to dislocate black people from their newly-won political power. Mr. Simmons' explanation was the following:

1) people who are granted re-location expenses must meet the following criteria:

    (a) They must receive at least the minimum wage of $1.40 per hour.

    (b) The employer must guarantee employment for at least 6 months.

(c) The employer must also have a fairly stable business. The employment office representatives check out the employer personally.

(d) People whose salaries are less than $7,500 per year are given moving expenses as a grant.

(e) People whose salaries are between $7,500-$10,000 per year are given a sliding-scale grant based upon the number of dependents in the family. A portion of the sliding-scale is a grant and part is a loan.

(f) Those individuals whose salaries are above $10,000 per year can borrow the moving expenses and pay later. In all cases this applies to moving expenses in intra--and inter--state moving.

2) Teachers, painters, mechanics, and all categories of employees who make less than $7,500 per year are eligible for a grant to cover moving expenses. How widely known is this fact to the general public?

Mr. Simmons gave us information about all the training programs in progress and programs planned for the next year.

We got the impression that Mr. Simmons' assistant was hedging on information. Even so, the trip proved to be one of the most profitable trips I've ever made to the employment office.

cc: Leonard Smith
Fay Bennett
CORE Scholarship Education Defense Fund
Southern Regional Council
SCLC
O. H. Simmons
Coleman Miller
Ted Seaver

James N Mays

[n.d.]

FOR THE ADVANCEMENT OF ALL AGRICULTURAL LABOR
NSF
SINCE 1937

NATIONAL SHARECROPPERS FUND
112 EAST 19th STREET • NEW YORK 3, N. Y. • GRamercy 3-0284

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L. S. JAMES *South Carolina representative*
ART EMERY *Tennessee representative*
JEANETTE ALLEN
GAIL HERSHBERGER
administrative assistants

2243 B Whitfield Mill Rd
Jackson, Mississippi 39203

Dear Ann,

The Meeting in Washington with the Secretary of Agriculture was a success and some important points were made clear to the Secretary Mr Freeman. Mr Freeman pointed out that he want the programs to works and work fair. The following points were made to the Secretary of Agriculture as to in add equacaties in the programs administration and recommendation as to how these programs can be implimented so as to make sure Negroe farmers recieved their equal share of the benifits of the program.

The following recomendations were made in regards to FHA and an advisory groups to the Secretary of Agriculture.

The local farmers of the counties should submit a list of names to the State director for consideration for appointment

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FOR THE ADVANCEMENT OF ALL AGRICULTURAL LABOR
NSF
SINCE 1937

NATIONAL SHARECROPPERS FUND
112 EAST 19th STREET • NEW YORK 3, N. Y. • GRamercy 3-0284

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ART EMERY
Tennessee representative

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GAIL HERSHBERGER
administrative assistants

the county FHA committee. This means that the farmers will know about the people or person who are to represent the farmers of the County. We, the farmers of blank ___ county recomend John Doe ~~to~~ or John Does for appointment to the County FHA county committee and the letter would be sign by the petitioners. These people are to be appointed around January 1, 1965.

The adviserory Committee hopefully can be form by the first of the year also. This committee would report on the way the Departments agencies are caring out the policies and how the policies can best be carried out so that all of the farmer share equally in the benefits of the program.

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The employment on all level and position was a request made by me and was recieved as a course of action in the future.

The job set oforth for me is to helps in getting good people to represent the farmers of the various counties.

The trips was a great success and I do think somethings useful will come out of the trips and meeting with the heads of the Department of agriculture.

Your Truly
James H. Mays

[n.d.]

Dear James:

Well, you had quite a week last week. I received your reports and am glad to have them. We discussed your work briefly at the Board meeting but now I can send a full report to the Board by Mail.

typewriter ?
training ?

I
I
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I
I

[n.d.]

Dear Joe:

By now, of course, you have had a chance to talk with Mays at ~~the~~ Tuskegee. And you have heard about the ASCS elections last week, and the ~~beating Marvin~~ Marvin's beating. I still am not clear why you couldn't reach Mays all last week. But then he probably explained.

When you called last Saturday night we ~~had~~ were having a party at my home, ~~and it was difficult for me to function on the so [illegible] I was coherent on the~~ ~~the~~ and it was rather ~~[illegible]~~ difficult for me to function on the matter.

→ GR3-0284 –

National Sharecroppers Fund –

Call Faye on Monday.

[n.d.]

Dear Ann,

The Note inside on the white piece of paper is a not of the photographer of SNCC and he is strongly suggesting that a real good professional labatorary do the work.

He says that the SNCC office want for their service $15.00 because they are in bad shape for money now. This would be a great help to SNCC. If you mail the check mail it the SNCC office in Atlanta Georgia Worris McNama
116 Raymond St. N.W. Atlanta Ga

I will pay for part of this service if nescessary as I want the negetives and some prints of all the pictures. Mail them to Leslie Ga or wait until I get set up in Mississippi

James

P.S. Why you are making make two print of each so I can get one of each. Joe will need one to I guest

[n.d.]

12/7

James Mays
plans to emphasize —
3 Community action programs
new thing under poverty
law — training and so forth.
→ study community —
to see what is needed
in the way of day care,
industry, housing, etc.

5 Madison County Farmers League
Corinth another one —

COFO will help, county agents,
etc.

— going to Tuskegee for conference
tomorrow — and see Joe

information important —

$89. — Second hand Standard.
tape recorder —

NATIONAL SHARECROPPERS FUND

TRAVEL EXPENSE ACCOUNT

NAME James R Mays

FROM October 3 TO October 31, 1964

NO.	FROM	TO	TOTAL MILES	COST	HOTEL	MEALS	OTHER	TOTAL
	City	travel	26	2.08				2.08
								11.76
11	Jackson	Milestone	147	11.76				42.40
		Batesville Proj	530	42.40				
-20	Jackson	Holly Springs						
-21	Jackson	Tallahatchie	206					
-22	Greenwood	Batesville	142		2.00	3.50		550
0-22	Batesville	Greenwood			2.00	3.00	55	555
0-23	Greenwood	Jackson	100				65	65
			448	35.84				35.84
TOTALS				92.08	4.00	650	120	103.78

NO.	DATE	PURPOSE OF TRIP
1	Oct	This is the travel in the city that is related to the work. local people and groups office to C.O.F.O. office and Tougaloo.
2	Oct 11, 1964	Milestone Community center oppening talk with various leader from over the state Ask leader to as their people to regestar with the Employment Security Office if unemployed or underemployed Explain qualification
3	Oct 20, 1964	The trip to Holly Spring was to a mass County meeting of farmer For information of A.S.C.S. election. F.H.A. and Cooperatives. Stops off in Batesville to help plan a County Mass meeting of Panola County at Batesville to Organize the County farmers and city people especially the Farmers.
4	Oct 21, 1964	To Greenwood to go into Tallahatchie to canvass the area and got people to come to a meeting in Mt Calvary Baptist Church at Swan Lake Mississippi.
.	Oct 22 64	A Panola county wide mass meeting of the Farmers. About 90 people attend plus Children. Talk on organization federal program.

NATIONAL SHARECROPPERS FUND

TRAVEL EXPENSE ACCOUNT

NAME James R. Mays

FROM Sept 1 TO Oct 2, 1964

	NO.	FROM	TO	TOTAL MILES	COST	HOTEL	MEALS	OTHER	TOTAL
	1	Jackson							
9	2	Jackson	Shaw & Drew	314	25.12		1.70		26.82
-12	3	Jackson	Madison	78	6.24				6.24
-13	4	Jackson	Okalona	164	13.12				13.12
23	5	Jackson	Canton Benton Co.	552	44.16		2.75	.65	47.56
-25	6	Jackson	Cleveland	343	27.44				27.44
-29	7	Jackson	Tennessee	654	52.32	600	1.20		59.52
-2						400	2.50		6.50
	8	Jackson	City & Tougaloo	95	7.60				7.60
	TOTALS			2200	176.00	10.00	8.15	.65	194.80

NO.	DATE	PURPOSE OF TRIP
2	September 9, 1964	The project director in Shaw was new and need help in working with the Bolivar County improvement association and material as to the action to be taken. To Cleveland and Winstonville an all Negro town with agressive new leader. Mr Amsey Moore Strong County leader working with the group. To Drew to take a complaint about a Mr Hayese whos Son was badly beaten and the Hayes family is boycotted.
3		County Meeting in Madison County to talk about the Farmers League Charter's the Church was burn after application.
4	Sept 13, 1964	A groups in Okahoma who wanted to know about the Federal programs and Community action program and an Organization
5	Sept 23	Joe Wasserman and myself visited the Okahoma project Center and great big mass meeting in Holley Springs over 120 adult farmers were there. Benton Co.
6-7	9-24-25	We Joe & I visited Cleveland talk with Mr Moore local leader Mr Taylor & Mr Magee VFHA (Negroes) The Harmony Community who was boycotted from Butane Gas
8		Training in Coops and information about processing plant for vegetable. Tennessee —

NATIONAL SHARECROPPERS FUND

TRAVEL EXPENSE ACCOUNT

NAME James N Mays

FROM Aug 1 TO August 31 [1964]

NO.	FROM	TO	TOTAL MILES	COST	HOTEL	MEALS	OTHER	TOTAL
-2 1	Jackson	Prentiss Ms	182	14.56				14 56
-5 2	Jackson	Madison Co	148	11.84				11.84
-12 3	" "	Madison Co	140	11.20				11.20
4	" "	Shaw Miss	234	18.72	4.00	$2.33		25 ~~26~~ 05
5	Jackson	Mt Center Center	112	8.96		1.58		1046
7	Jackson	Shaw	248	19.84		2.10	2.85	2479
1 8	Jackson	Leake Co	168	13.44			.52	13.96
-26 9	Jackson	Canton	59	4.72				4.72
10	City travel		70	5.60			1.20	6.80
TOTALS			1361	108.88	4.00	5.93	4.57	123.38

123.38

NO.	DATE	PURPOSE OF TRIP
1	Aug 2, 1964	To Prentiss at Mt Oliver Church to talk to a large group of rural people about Federal Programs and agencies. The Church would not let me talk to the groups but I talk to Farm leader. The Negro principal was afraid to have people he though were civil right on the Church.
2	8-5-64	Canvass the County for people to meet about the ASCS election on how to elect community committeeman.
3	8-12	To Shaw to explain to the project director and the local leader what the Federal prog had to help raise their income. I got these people to get more to come to a meeting.
4		A Madison County Community meeti
5	8-19-64	The Bolivar County Association organi The church was full a very active groups who boycotted the school successfully.
6	8-21-64	Leake groups who wanted Gas ~~and~~ insurance and FHA Loans.
7 8	8-26-64	ASCS election of County committe men to the County office. Leake
9		City travel on office business

NATIONAL SHARECROPPERS FUND

TRAVEL EXPENSE ACCOUNT

NAME James N. Mays

FROM July 1, TO August 1 [1964]

	NO.	FROM	TO	TOTAL MILES	COST	HOTEL	MEALS	OTHER	TOTAL
3	1	Jackson	Madison Co	86	6.88	–	1.25		8.13
-9	2	Jackson	Madison	132	10.56		.75		11.31
	3	Phone Call NY						9.95	993
	4	office Supply						1725	17.25
-12	5	Jackson	Sharpsberg	110	880				8.80
-15	6	Jackson	Farmhaven	134	10.72				1072
-16	7	Jackson	Harmony	168	13.44				1344
-22	8	Jackson	Flora	68	5.44		~~.48~~ .47		5.91
-23	9	Jackson	Milestone	151	12.08		65		~~13.93~~ 12.73
-24	10	Jackson	Ittabena	222	17.76		1.90		1866
	11	Phone Call Atlanta						3.65	365
-29	12	Jackson	Milestone	164	13.12				13.12
	13	City	business	85	680				680
						Check drawn			
						ASINGER →			141.47
						12/14/64			~~142.47~~
	TOTALS			1320	9360		~~4.02~~	2785	~~129.52~~
					~~104.60~~ 10560		5.02	30.85	~~140.45~~

NO.	DATE	PURPOSE OF TRIP
1	July 3, 1964	To Madison County for talk of organization of a Farmer's [illegible] a good Federal program director and strong local leader show a good change of a successful organization.
2	July 9, 1964	A community meeting as we work toward a County wide meeting. The FHA supervisor and Soil conservationist attend and explain the service of his office. The ASCS office manager refuse to come. I explain the duties of the ASCS office
3		Phone Call to New York CSEDF office
4		Office supplies paper Stamps etc.
7-12 5 6	7-12-64	Another Community meeting and I explain the FHA Soil Conservation service and ASCS services.
7	7-16-64	A talk in the Harmony Community and ~~the~~ explain the FHA, SCS, ASCS services and the benefits of organization
8	7-22-64	Flora Madison County to talk of the Federal Program and organization
9	7-28-64	A trip to Milestone a Coop meeting. These Farmer were complaining about the measuring of their Cotton acres Service of ASCS FHA.

Phone Call to Joe Wasserman City [illegible] in relation to work

NATIONAL SHARECROPPERS FUND

TRAVEL EXPENSE ACCOUNT

NAME James N May

FROM June 1 TO July 1, 1964

NO.	FROM	TO	TOTAL MILES	COST	HOTEL	MEALS	OTHER	TOTAL
1	Leslie	Albany Ga.	25	4.00				4.00
2	Albany	Columbia	Fare	45.00				45.00
				1.50			Airport limousine	1.50
3	Food in Columbia					12.60		12.60
4	Columbus	Cincinnati		43.78	7.24	3.50		54.00
5	Cincinnati	Oxford	28	3.50				3.50
6	Oxford	Jackson		22.40		4.75		27.15
		Cab Fare					1.50	1.50
*7	Board in Columbia (Check)						40.00	40.00
								8.00
TOTALS								$197.25

*These are account you have paid.

NO.	DATE	PURPOSE OF TRIP
1,2,3	6-1. 1964	This was my trips from home to place of work in Columbia South Carolina. Orientation of two weeks was held in South Carolina with Mr. H. S. James of South Carolina Council on Human Relation and the National Sharecropper Funds.
4		Trip to Cincinnati to be with the Mississippi projects Orientation at Western College for Women at Oxford Ohio. Oxford to Jackson Mississippi where I am at work.
		You paid the $45.00 of the expense of South Carolina $143.79 of the expenses of travel a total of $13.79 The bal. is due.

150

July 141.47	105.60 5.02 30.85 141.47		5.02	30.85
August 123.38	108.88	(4.00)	5.93	4.57
September 194.80	176.00	(10.00)	8.15	.65
October 103.78	92.08	(4.00)	6.50	1.20
	482.56	(18)	25.60	37.27

(trips to Tennessee, Cleveland and other long intrastate trips)

(trip to Batesville Project 530 miles ?)

25.60
18.00
37.27
563.43

142.47
123.38
194.80
103.78
$563.43

[Ann Singer] [n.d.]

Write Mays -

understand Faye is inviting him to a conference -

Atlanta 1/30 + 1/31 - then tell him something about it -

= $89 - second-hand typewriter

12/21 ≡ ask them - for typewriter

January 1 2 * ????

SRC = NSF

write to Faye - NSF requesting

February 1 # = put in his -

Salary + expenses per month -
addre

then take him

make carbon for SRC - which Faye will send in

MSS SEDFRE
546

MOORE, RONNIE (EXEC. DIR.). - CORRESPONDENCE AND MAILINGS,
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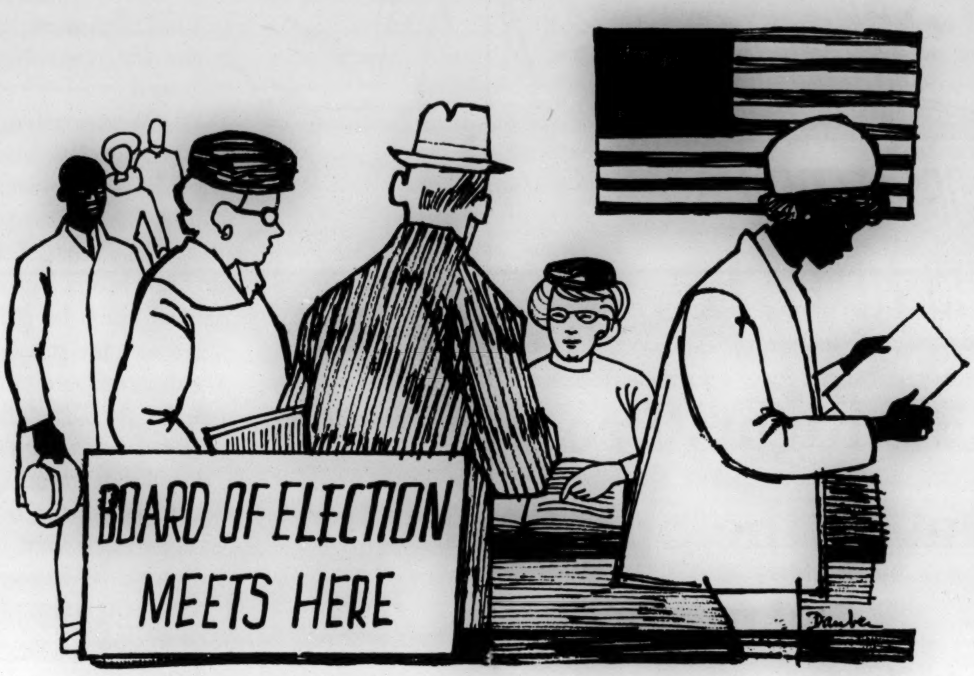
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Civil Rights Progress Out of the Spotlight

MARVIN RICH

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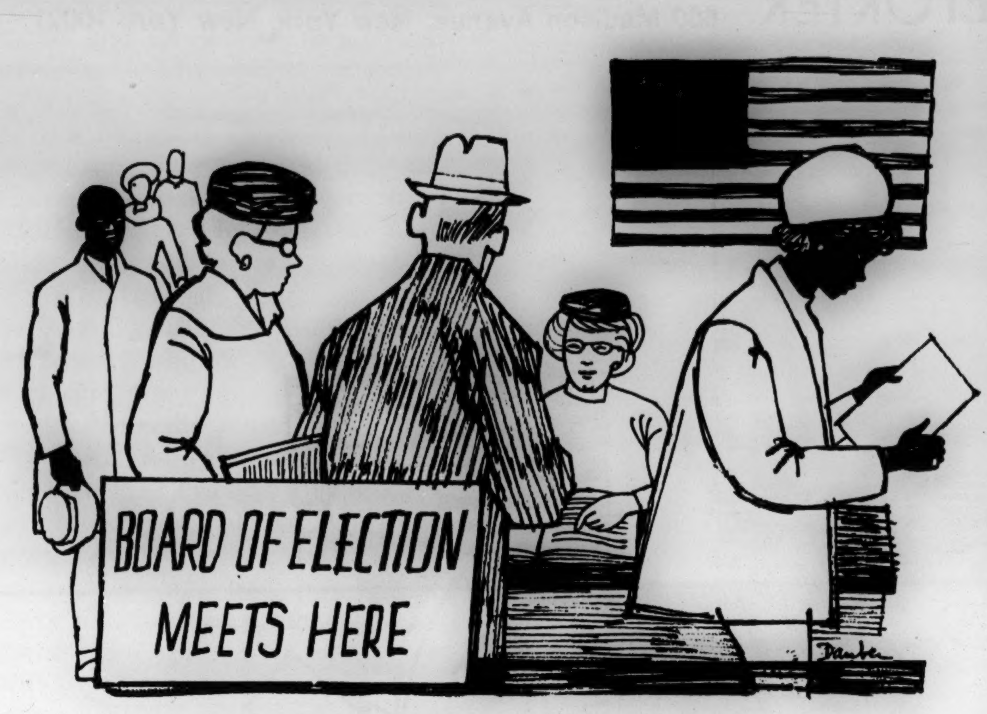
March 7, 1968 *THE REPORTER*



Civil Rights Progress Out of the Spotlight

MARVIN RICH

There is a widely held notion, strenuously encouraged by some militant Negro spokesmen, that the civil-rights movement is dead. The truth is that these spokesmen are merely proclaiming their own irrelevance to the movement, which is not only alive but flourishing. It has been producing remarkable results without big headlines.

In the past five years, the number of Negroes registered to vote in the eleven states of the old Confederacy has climbed from 1.3 million to more than three million. In Mississippi, the symbolic stronghold of segregation, only thirty-five thousand Negroes were registered before the Voting Rights Act of 1965. Now there are 200,000. Negroes are winning elections, too. In Mississippi alone, twenty-two Negroes won offices last November. Across the South, approximately two hundred Negroes now hold elective offices.

These gains are the result of hard and sustained—though little-noticed—registration campaigns by the Southern Regional Council's Voter Education Project, by the NAACP and other "old-line" civil-rights organizations, and, most significantly, by community groups that have been formed or encouraged to a new zealousness in recent years. An estimated 7,500 such groups are now functioning across the country, and their work involves much more than voter registration. There are tenants' unions, credit unions, and farmers' co-operatives. There are groups seeking to improve the lot of welfare recipients and others fighting discrimination in housing. But whatever their goals, they all use the same means: local action. Self-help is the salient characteristic of the civil-rights movement today.

The Quiet Revolution

To understand the importance of what has been happening in Southern politics, one has to go below the broad statistics to the individual communities. While most offices won by Negroes are minor ones, the local impact of their success is anything but minor.

For example, take West Feliciana Parish, in the delta area of Louisiana near the Mississippi border. In October, 1963, Nathaniel Smith, Sr., a farmer, became the third Negro in this century to register as a voter in West Feliciana, inciting considerable local hostility. But last November, largely as a result of efforts of the West Feliciana Voters' League, Smith was elected, along with two other Negroes, to the nine-member police jury, the local equivalent of a county council. In addition, West Feliciana now has two Negro deputy sheriffs, two Negroes on the school board, and three on the Democratic Party executive committee. "Things have really changed here," Smith told an interviewer recently. "Schools have been improved and integrated. At the Crown Zellerbach paper plant, three miles south of here, our people have jobs at $2.90 or $3 an hour. Before we got moving, you couldn't get a colored man hired there."

In Williamsburg County, South Carolina, early this year, Paul Murray was elected the state's first Negro county commissioner since the nineteenth century. Now the small landowners in his section of the county, most of them Negroes, are getting new roads, road maintenance, and other services previously denied to them. In the Negro section of Lane, streets are being built for the first time, and Murray is pressuring the County Commission to hire Negroes as truck drivers and heavy-equipment operators. When the county government last year refused to pay local administrative costs of the Federal food-stamp program, Negroes raised $8,000 to keep the program alive. One hundred and thirty-eight Negro pupils have been transferred to previously all-white schools without incident. Nevertheless, John Dimery, executive secretary of the County Voters' League, sees all this as only a beginning. He is looking forward to this year's elections, when he expects registered Negro voters to outnumber whites by eight thousand to seven thousand.

Even where Negroes haven't been elected to office, the rise in voter registrations has produced changes. Plaquemine, Louisiana, is a good example. It was the scene of major civil-rights confrontations in 1963, when police used tear gas, cattle prods, and horses to rout Negroes who were demonstrating to demand street lights, street signs, and enclosed sewers for their community. The clash received nationwide headlines but the Negroes failed to get any of the improvements. In the past few months, however, as a result of quiet voter-registration drives and adroit use of newly acquired political skills, the Negro section has gained the lights and signs. The sewers remain open, but the sewage is now chemically treated.

These three communities exemplify the transformation that has taken place in the civil-rights movement. The movement no longer depends on national leaders flying in from New York or Atlanta to lead well-publicized demonstrations. With rare exceptions, it no longer depends on demonstrations at all. As a recent memo prepared by the Southwest Georgia Project for Community Education notes, the emphasis now is on "building permanent structures capable of carrying out long-time change."

"Perhaps the greatest accomplishment of the movement in Southwest Georgia," the memo continues, is that "it brought to the forefront a new group of leaders, who, unlike the old leadership, are committed to a democratic, non-authoritarian relationship with their constituents. In many communities these responsible and responsive leaders now sit at the head of embryonic grass roots organizations." The director of the Southwest Georgia Project is Charles M. Sherrod, a graduate of the Virginia Union Theological Seminary, who at one time was a member of the Student Non-violent Coordinating Committee executive committee. He is now involved in a major effort to build a campaign organization in the twenty-two counties of Georgia's Second Congressional District, and there is a fair chance that he will, in time, succeed in electing Georgia's first Negro Congressman.

The disenchantment with national leaders is fairly common among leaders of the local-action groups. Still, there is no disposition to overlook the fact that the early "spectaculars" of the civil-rights movement goaded the national conscience and helped pass the Civil Rights Act of 1964 and other civil-rights legislation.

"The national organizations have their role to play, perhaps an even more important one now," says Ronnie Moore, Leadership Development Director for the Scholarship, Education, and Defense Fund for Racial Equality (FRE). "Their constant vigilance is required in Washington and other centers of power if anti-poverty programs and a variety of other programs are not to be scuttled."

Primers for Power

Moore, like Sherrod, personifies the transformation of the civil-rights movement. Expelled from Southern University in 1961 for leading 2,500 students in a civil-rights demonstration in Baton Rouge, he spent four years as CORE's Louisiana director and was jailed eighteen times.

During the past year, Moore has been instrumental in organizing seminars and workshops for 2,300 citizen-leaders from 120 communities. Most of the participants were leaders of unaffiliated local-action groups—ministers, farmers, millhands, or factory workers, who devote their evenings and weekends to community service. Some of the workshops are designed to teach campaign skills to candidates for public office. Twenty-eight candidates who attended these workshops have since been elected. Zelma C. Wyche, a barber in Tallulah, Louisiana, attended a workshop at Frogmore, South Carolina, in the summer of 1966. "The discussion on how to run a campaign really fascinated me," he said then, "because it brought out so many things of importance that I overlooked in my campaign for alderman." Apparently he didn't overlook them again, for he defeated two white candidates for the Democratic nomination for police chief last November.

In its efforts to teach political skills, a job also being ably performed in many areas by the NAACP and the Voter Education Project, SEDFRE has prepared and distributed twenty thousand copies of a pamphlet called "Political Strength—How to Get It: A Guide to Effective Action in Your Community." Based on the experiences of State Representative DeVerne Calloway in Missouri and SEDFRE staff member James McCain, who has built successful county organizations in South Carolina, the pamphlet is a simply written, highly detailed explanation of how to build political organizations from the precinct up. In many areas of the South and in the North, local-action groups are using it as something close to a blueprint for political action.

The workshop has developed into a highly effective instrument for training new Negro leaders, especially in the South, where there has been little opportunity for an educated Negro middle class to emerge. Last August, for example, SEDFRE ran a four-day workshop in Virginia to instruct thirty-five new Negro school-board members in planning school policies, in preparing school budgets, and in public administration. The board members, some of whom had not gone beyond grammar school, came from Arkansas, Louisiana, Mississippi, Texas, Georgia, Alabama, Virginia, Florida, and Washington, D.C. Their instructors included representatives of the school systems of New York, Pennsylvania, and Washington, and officials of the U.S. Office of Education.

At a workshop in Jackson, Mississippi, over the weekend of December 8-10, there were 160 participants, most of them representing Child Development groups from six Mississippi counties. Otis Williams, area council member for the group in Madison County, reflected the prevailing attitude. He had seen SNCC and CORE come and go and foresaw the day when the Child Development program funds might be reduced or cut off completely. "I'm interested in political strength and how to get it," he said, "because we're going to be left alone to do it ourselves some day."

The civil-rights movement has spilled over into a variety of self-help groups all across the country. In Chicago, some two thousand tenants in forty buildings are represented by the East Garfield Park Tenants Union, which last year won an agreement from the buildings' managing agent to renovate and improve apartments and to establish a grievance procedure. The union, organized with the assistance of staff members of the Southern Christian Leadership Conference and aided by the Chicago Legal Services Organization, which is financed by the NAACP Legal Defense Fund, has managed to get walls replastered, doorknobs, doorbells, and mailboxes installed, heat in winter, window screens in summer, and other improvements.

Mrs. Vernedia White, president of the union, who was in court twelve times to fight eviction during a rent strike last year, told an interviewer proudly not long ago that the management agency had just ordered forty additional apartments fixed up "with new plastering and everything." Other buildings are being organized, she continued, "and we hope to have every building in East Garfield Park up to code standard by spring."

Operation Bootstrap was established in Los Angeles in 1965 with $1,000 borrowed from a Negro businessman to assist the hard-core unemployed. It has trained them as computer programmers, as sewing-machine operators, and in a variety of other skills. It has trained some 350 during the past year, and 287 of these Negroes who had been regarded as unemployable have now been placed in jobs.

Negro farmers in southwest Alabama, who had been netting as little as $20 an acre from cotton crops and living in the harshest kind of poverty, established the South West Alabama Farmers' Cooperative Association in 1966. Since then, they have diversified their crops to include okra, cucumbers, and peas, which are marketed through their co-operative, and have increased their earnings appreciably. With OEO help, the co-op branched out into buying supplies and dusting crops. About a thousand farm families in ten Black Belt counties are now members. Joe Johnson, the organization's president, who still pumps water by hand in the yard of his own small farm, said: "Many farmers were ready to give up before we formed. The association gave them hope, and now they are back at farming. If it were not for us, many of them would be in Cincinnati, Cleveland, or Detroit."

John Zippert, assistant director of the Southern Cooperative Development Program, which operates in Alabama, Louisiana, Mississippi, and Tennessee, said: "We are not yet able to provide enough management skill, financial knowledge, marketing outlets, or horticultural experience to provide real security. But for our individual members, there has been a real difference." He reports that for members of one vegetable co-operative in Louisiana it has meant an extra $50 an acre, and that this has enabled most of the members to get out of debt. Affiliated with the Southern Cooperative Development Program are seven credit unions, a bakery, a service station in Louisiana, and a large petroleum co-operative in Tennessee, as well as a number of vegetable and cotton farmers' co-operatives and a cotton gin. Together, they service more than five thousand rural families in the heart of the Black Belt.

Welfare and Housing

Two hundred welfare-client organizations are now functioning in twenty-six states with the assistance of the Poverty Rights Action Center in Washington. Detailed manuals explaining welfare regulations and how to appeal unfavorable decisions have been prepared. The welfare organizations represent an enfranchisement of the poor similar to the enrollment of Negro voters.

An estimated half of those entitled to welfare assistance do not receive it, and most of those who do receive assistance get less than the maximum to which they are legally entitled. In New York City, SEDFRE attorneys, who represent the City-Wide Welfare Committee, helped to get $400,000 for welfare clients for such items as moving costs and winter clothing.

One of the most interesting efforts now being made by the civil-rights movement is in the area of housing discrimination, which is a primary cause of much of our de facto school segregation and recently, with the movement of industry to the often segregated suburbs, has become a new barrier to equal employment opportunities. The National Committee Against Discrimination in Housing estimates that there are 1,500 community groups now functioning and that, significantly, most of these are in the suburbs. Many have been relatively ineffective, but NCDH hopes to improve the situation by co-ordinating the work of these groups with new groups in the central cities.

One of the most effective fair housing groups is Operation Open City in New York, initiated by NCDH and now a project of the Urban League of Greater New York and financed by the New York City Council Against Poverty. Mrs. Betty Hoeber, its director, says that in the past two years Operation Open City has placed 1,100 Negro families in communities outside New York's slums. In many cases, it was necessary to make use of the New York City law against discrimination to secure the housing. Gratifyingly, a study of the first six hundred families for which open housing was found indicates that eighty-three per cent of them experienced no discrimination in their new neighborhoods.

Although no one involved in the civil-rights movement is inclined to gloss over the awesome job still to be done, most of its activists are buoyed by the knowledge that what they do is producing thousands of useful beginnings. They recognize that the job requires a continuing national commitment—of government, of local and national organizations, and of individuals.

In most instances, they have little connection with those who are most often accepted as spokesmen for Negro aspirations. They care little for ideology; they are pragmatic. They waste little time on talk of black power. They are more concerned with pressing for the tangible changes, in matters small and large, that will make the Negro a full participant in American life.

Distributed by:
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March, 1968

SOME CURRENT HISTORY

The movement is now building significant grassroots strength in many thousands of small, proudly autonomous ghetto and rural organizations throughout the country. This is a hidden growth; the mass media seem not aware of it. It is a growth of great promise to the national social health; it is of first importance.

It is also a precarious growth. The fledgling organizations often lack skilled leaders; they are in danger of falling apart through internal disagreement; they must work in the frustrating dark on a myriad of difficult racial problems requiring much knowledge for a productive approach to solutions.

In the last year and a half, through a long series of unique Workshops, SEDFRE has given--to more than 3,000 leaders from some 200 communities, urban and rural--training in the arts of leadership and of achieving and holding harmony and purpose in the groups they lead. A top-notch, enthusiastic volunteer faculty, including government and political leaders, is bringing to the leaders of the small groups invaluable information on broad range of essential topics, including, briefly, how to organize a precinct, how to run for office, how to qualify for federal grants, and how to build lasting organizational strength. The survival, let alone the success of these important small groups depends on their knowledge of what they can realistically achieve politically and in social advancement, and how they can do it.

SEDFRE takes pride in having developed, in the training program, highly sophisticated and penetrating methods of bringing forth leadership, of creating group cohesiveness, and of giving needed information. We are guiding an advancing edge of social change. The groups we are helping toward responsible community action are widespread positive nuclei in the otherwise largely negative American racial complex.

***

POLICE and PEOPLE

In the fall, we made a break-through in how to handle and ease bad feeling between police and ghetto residents. Thirty policeman and community leaders, the latter mostly

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Negro, all of Nassau and Suffolk counties, lived together through a long week-end at a motor inn in Plainview, Long Island. The beginning session was at first a chaos of verbal lashings, emotional discharges, yellings and shoutings. Then talk began. Quieter confrontations, expressions of hatred, confusion, possible understanding, occurred. Ronnie Moore, SEDFRE Director of Leadership Development, reports that one black man present, an ex-convict and ghetto resident, said, "I never thought I could spend a week-end with police officers and enjoy it." Attitudes changed. Policemen discussed their difficulties, and community leaders tried to understand the feelings and fears of the men in blue. Far-out antagonism between police and community activists present was ended. Another, similar workshop, was conducted in Los Angeles in February. SEDFRE seeks funds to multiply and improve workshops with police.

***

AND IN MISSISSIPPI

In November and December, 150 leaders--Area Councilmen, Community Committemen and others--from six counties of the vital, though stymied Child Development Group of Mississippi met in night and week-end workshops for intensive training in citizenship education, social problems, human relations and leadership techniques. Three-hour night classes in the counties were introductory to two 26-hour all-together weekend sessions. Elected members of six counties were sent to the weekend training programs where courses in Leadership Techniques; The Church and Community Problems; Community and Public Relations; CDGM, how it works; Citizenship Education; Community Organization and Welfare Rights; Administrative Skills; and Housing were conducted.

Father A. J. McKnight, C.S. Sp., parish priest and Director of the Southern Cooperative Development Program, led the discussion on The Church and Community Problems. Persons from the Farmers Home Administration were resource persons in housing.

Participants were trained to carry the training and knowledge back to their community groups. CDGM has been helped to become a more cohesive, skillful, and therefore effective organization.

***

FUTURE PLANS

Workshop on Negroes, Puerto Ricans and Jews. Discussion of how cultural, ideological and economic, as well as ethnic and other differences of minority groups can lead to misunderstandings and inter-group conflicts. An attempt will be made to explore differences and to increase an awareness in order to bring about collaboration and mutual respect. The workshop will be held at Holiday Hills Conference Center, Pawling, New York on the weekend of March 29, 30, and 31, 1968.

Other future plans include a workshop for sherrifs, justices of the peace and police, Negroes new to their jobs North and South, Carl Rachlin, SEDFRE Legal Director, is organizing curriculum and faculty to teach the technical aspects of these jobs--law and the right to bail for the justices, information for policemen on how and under what circumstances to make an arrest and on the policeman's role, instruction to sherrifs on the legal technicalities of their position.

As a follow-up to the previous highly successful SEDFRE workshop for new members of school boards, a larger workshop is planned for Negro school board members across the country, with emphasis on the substantive issues of ghetto and rural education, on the need for special ghetto schools, and on the issues of poverty as they affect schooling. Motivation to achieve will come under special scrutiny. Participants will include new school board members, teachers and administrators, PTA representatives and community leaders.

THE LAW FRONT

In January, SEDFRE's Legal Director Carl Rachlin argued before the United States Court of Appeals, Fifth Circuit, in Houston, that non-segregated public facilities cannot be closed by municipal authorities in order to deny their use to Negroes. The case, concerning the closing, in Tallahassee, of an integrated public swimming pool, has wide application, extending beyond swimming pools to all publicly financed facilities, including schools. Mr. Rachlin argued that protecting the segregation of the races by denying facilities to both is not the function of municipal government, and is in essence and in fact un-Constitutional. Courts, Mr. Rachlin said, have the duty to issue orders preventing municipalities from illegally closing public facilities. The entire appeals judiciary of the area, fourteen judges, gathered to hear Mr. Rachlin's argument.

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YOUNG LEADERS

Any kind of decent solution to America's tragic racial dilemma depends very heavily on the quality of Negro leadership. Through our Eleanor Roosevelt Scholarships we are making college possible for young men and women who have already proved by their actions that they are dynamic leaders, and who want college and higher degrees so that they may bring trained and full minds to their future work as community and political leaders. Ten have graduated with our help; fifty-four are now at colleges and universities. This program is seriously strapped for lack of funds; in recent months we have been able to grant only six new scholarships. New grantees include:

Guido St. Laurent, a blind, ex-convict, who, with his blind wife, started and now runs the New England Grass Root Organization (N.E. G.R.O.) from an office in the Roxbury-North Dorchester ghetto. St. Laurent services Negro groups throughout New England with information on government agency programs; he gets the groups to cooperate with each other; from his office, through his extraordinary personality and leadership, he has brought about important changes in the Roxbury black belt. St. Laurent is a history major at the University of Massachusetts in Boston. Transportation is expensive; his studies require braille books and tape recordings. We are seeing him through.

Alvin Chambliss was brought up in Mississippi by his grandmother, whose involvement in civil rights involved him. He became an experienced and daring community activist. We are making Howard University Law School possible for him. "My work in law," he writes, "will basically be with people. Plea people. People need legal help especially when they attempt to organize politically. I feel that the end result to me will come not in the form of monies but from gut-reaction from within."

Ella Dee Johns, an English major at Louisiana State University at Baton Rouge, showed her mettle in Plaquemine, and has the ambition to teach Negro illiterates.

Anthony Kenneth Irving is regarded in North Florida as an outstanding young leader. Now at Florida A & M, where he is carrying on a drive to up-grade the University scholastically, he want to go on to law school and work for Negro rights as an attorney.

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ART SHOW

Governor Nelson Rockefeller will be Honorary Chairman of ARTISTS FOR SEDFRE exhibit and sale. Opening night is April 30, 1968 at University House, 11 East 69th Street, New York, N.Y.C. Patrons will receive a 10 inch etched plexiglass cub designed by Richard Anuskiewicz. Chairmen of the Artists Committee are Lloyd Goodrich of the Whitney Museum, Romare Bearden and Louise Nevelson. Directing the entire operation are Sue Ginsberg and Naomi Paley.

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NORMAN THOMAS FORUMS

The NORMAN THOMAS FORUMS, a series of informal, in depth discussion of new developments. The FORUMS, named in honor of SEDFRE's distinguished, recently retired Board member, will provide a setting for exchange of information, ideas and theories among professionals, activists and laymen. The topic of the first NORMAN THOMAS FORUM to be held on April 3rd, will be COOPERATIVES AS A TECHNIQUE TO END ECONOMIC EXCLUSION. The guest speaker will be the Reverend A. J. McKnight, C.S.Sp., Director of the Southern Cooperative Development Program which guides a variety of cooperatives in Mississippi, Alabama, Louisiana and Tennessee.

***

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April 3, 1968

Dear Friend of SEDFRE:

One hundred and six young leaders in the civil rights struggle are now attending -- or have completed -- college through the Eleanor Roosevelt Scholarship Program of SEDFRE.

This scholarship program is designed mainly for students who are not eligible for help from other sources. Eleanor Roosevelt Scholars are selected on the basis of commitment and character.

With this standard, SEDFRE has selected able leaders and successful students. Professional educators are amazed at the low drop out rate. Eighty-five per cent of our students complete college. (Nationally, only 30% of Negro students graduate after four years).

Alumni of the program have more than fulfilled our hope that higher education would prepare these young leaders for significant work in social and community development.

--- D'Army Baily heads the Law Students Civil Rights Research Council.

--- Catherine Mitchell is helping develop better health programs for poor Negroes in a Mississippi health center sponsored by Tufts University.

--- Sarah McCoy made headlines simply by graduating in January from Northeast Louisiana State College. It had taken a lawsuit to gain admission and iron determination to survive the isolation and abuse.

--- Weldon Rougeau is the field director of the Voter Education Project of the Southern Regional Council.

It is clear that, given adequate financial and moral support, students who have drive, commitment and leadership, can succeed in college regardless of past academic performance.

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We must have funds to sustain present scholars, to aid new applicants and to expand counselling services, essential to adjustment and achievement. We also plan two new programs: Second Start Scholarships for adult community leaders who have not yet attended college, and a legal recruitment project to increase the number of Negro students studying law.

SEDFRE is now spending about $60,000.00 a year on Eleanor Roosevelt Scholarship students. The new programs will cost even more. We ask your support for these aspiring young leaders who seek education for constructive leadership in the most significant cause of our generation.

Please give as generously as you can, today.

Sincerely yours,

Marvin Rich

Marvin Rich
Executive Director

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June 1968

POOR PEOPLE'S CAMPAIGN

Events of the past three months altered radically the thrust of the Movement. We find ourselves suddenly in a brand new ball game. What's next? What do we do?

For SEDFRE, the decision was taken late in April, a few weeks after the assassination of Martin Luther King, Jr. SEDFRE made a major commitment to the goals of the Poor People's Campaign, accepting year-long responsibility for training participants in the techniques of militant social action. Our training duties in the PPC represent a cooperative effort with the Southern Christian Leadership Conference.

At the special request of SCLC, our first task was to train marshalls in the techniques of non-violence, discipline, order. SEDFRE's main concern throughout was to deepen the training offered: to take full advantage of the potential of this assemblage of 3-4000 persons, gathered in the Capitol for a period of weeks. SEDFRE training efforts were dominated by the conviction that the real significance of the PPC will be measured not by the immediate results of the March -- but rather by what begins to happen afterward, when the campers return home.

Our participation in this extraordinary event is costly: an estimated $75-$80,000 in additional expenses, above SEDFRE's regular budget. So far, $23,500 has been raised: $10,000 from the Norman Fund; $7,500 from the Taconic Foundation; $5,000 from the Executive Council of the Episcopal Church; $1,000 from the Irwin-Sweeney-Miller Foundation. Even before the checks were in, we had added two new trainers to our staff: Edward L. Cole, former training director of the Child Development Group of Mississippi, and Joyce Ware Thomas, former VISTA director of the Westminster Neighborhood Center in Los Angeles. We arranged, in addition, to borrow from other organizations some seven trainers with whom we have worked in the past, and have been paying their Washington expenses. We spent $700 to construct a Leadership Development Tent within Resurrection City.

Goals and Plans

Is participation in the Poor People'sCampaign worth the obvious problems and financial risk? SEDFRE will not have a full answer to that question for months, perhaps a year. Yet the reasons for undertaking the assignment were compelling, and remain so. First, it means a total, year-long commitment to eliminate poverty and discrimination. And second, it means a chance to mount an intensive training job of unprecedented scale and scope. Already, SEDFRE has reached thousands of local activists it might not have touched otherwise.

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How is SEDFRE operating? Its program falls into three main phases:

- * Preparation. Beginning in May, SEDFRE trainers accompanied major caravans, or "legs," of the Poor People's Campaign, training marshalls and marchers in discipline and non-violence -- as well as clarifying needs on which to focus Washington action-education programs.

- * Washington. Throughout the hectic weeks in Resurrection City, SEDFRE's training emphasis was threefold: 1) to minimize racial conflict among the poor; 2) to help participants relate the national issues spotlighted by the Campaign to their own year-round community situations; and 3) to provide specialized training for leaders from community-action groups, enabling activists to return home, further develop new knowledge and skills, and apply what they have learned. Some highlights are summarized below.

- * Follow-Up. SEDFRE's Board approved participation with one important proviso: that SEDFRE provide on-going technical assistance to Campaign workshop participants. Follow-up is the crucial phase of the Campaign. Unless hopelessness, despair and frustration are to mount, the departure of the poor people from Washington must lead into the real beginning of an intensified nationwide drive to tackle the problems of the poor at the grass-roots level.

Highlights from Washington

Leadership Training Director Ronnie M. Moore coined a new term -- "event training" -- to describe the action-education techniques SEDFRE trainers devised in order to function in the revolutionary setting of Resurrection City. Here's how it works. You hear a loudspeaker announce: "All women who signed up for the beauty parlor, assemble at the front gate, where transportation is waiting." Immediately a SEDFRE trainer dashes to the front gate, joins the group and trains -- for all the hours it takes to get the women's hair washed, set in rollers, dried and combed out.

Planning proved difficult. Flexibility was the keynote. An astonishing quantity of training did take place. Workshops were held in SEDFRE's operating tent (holding up to 100) 18 hours daily. Groups of marshalls and marchers, black, Indian, Mexican-American and white, rotated in and out of our Leadership Development Center for a variety of intensive training sessions. Some training also took place in churches outside Resurrection City; some in informal groupings enroute to demonstrations: anywhere and everywhere. A few examples follows:

- * The women felt left out, frustrated, angry. After a daylong session with two SEDFRE trainers, a group of from 30 to 56 organized a Council of Women of Resurrection City.

- * It soon became apparent that the "nobility" of the poor is a myth. Poor people are no more tolerant than anyone else: their ranks include racists, people deeply suspicious of anyone from another ethnic group. Throughout, a major task was to minimize racial conflict.

  Non-blacks needed special attention. SEDFRE trainers visited Spanish-American, Appalachian white and American Indian participants at their various headquarters in Washington, listening to complaints and building sufficient trust to set up an American Indian Non-Violent Clinic. This workshop succeeded in starting dialogue among 40 heterogeneous marchers: Indians from different tribes which had traditionally refused to speak to one another; Mexican-Americans; whites and blacks -- all the races represented in the PPC.

* Freedom School Teacher Training sessions sensitized white middle-class volunteers from Washington schools on relating to the children of the marchers, boys and girls from the Deep South or Chicago ghetto very different from the pupils these volunteers normally teach.

* Gang members became an obvious element of the Resurrection City population. SEDFRE trainers asked several why they were there. Not because they believed in non-violence: they came to Washington because they identified themselves as poor, and wanted to take part in this campaign for social change. Special workshops for gang members were set up around the theme of black manhood. Emphasis was placed on problem-solving.

Protest Techniques

Perhaps most important was the training and actual experience in confrontations with government officials. On May 27, to describe just one of many examples, Spiver Gordon accompanied a group of youngsters to see an agent of the Surplus Food Department of the U.S. Department of Agriculture. They had learned their briefing lession well. They listened to the agent, then reacted eloquently and sharply, sticking to the issues and their immediate concerns. Here's how this sesion ended:

Speaker A: We are familiar with the law. We are not concerned with that. We want action from the Federal Government to move the state government so poor people can be fed. Hundreds of millions of dollars were sent back to the government by Mr. Freeman last year: I have proof to document that. People are starving and dying, and money is being sent back. How do you explain that?

Agent: We had no right to spend that money. The Congress did not appropriate it for anything. Therefore, we were obliged to send it back.

Speaker B: Do you hear what you are saying? That poor people can die here because there are some incompetent Congressmen and some very weak Agriculture administrators who will not insist that this money be spent properly to feed the poor and hungry.

Agent: I agree with you. I sympathize with you. However, I cannot do anything. My hands are tied.

Speaker C: Our hands are tied too. That's why we're here. That's why we're going to stay here until something happens.

Many Speakers: That's right. We will never leave this city until the U.S. Government, the Congress and everybody else moves on correcting the problems in this country. We are going to stay here until something happens. We will come back here every day until the question of poverty is dealt with in this country.

An evaluation session afterward helped everyone in this group see how similar principles and techniques could be used by them back home, in a delegation organized to zero in on one well-defined issue with local officials.

***

NEW MATERIALS ISSUED

SEDFRE's popular Political Strength - How To Get It, now in its third printing, has spawned a series of simply written guides to effective action for local groups. Just off the press are: Negotiation: A Tool for Change and How to Raise Money for Your Organization. Each of these how-to-do-it booklets for strengthening local action groups is based on actual experiences and case histories. Copies are available at 15 cents apiece; in quantity, at $10 per 100.

***

ON THE LAW FRONT Two nationally significant cases are in the works. One presents a challenge to the constitutionality of residency as a requirement for eligibility for aid under the Federal program of Aid to Families with Dependent Children (AFDC). Three similar cases (Washington, D.C.; Pennsylvania and Connecticut) are being appealed before the Supreme Court, and now await argument. SEDFRE joined four other national organizations in an amici curiae (friend of the court) brief. Our argument: to deny aid on the basis of residency requirements violates due process of law and the right of travel.

Secondly, as general counsel to the National Welfare Rights Organization, SEDFRE is mounting the first important legal test of the "welfare freeze" included in the 1967 Social Security Act, challenging both the state of Georgia and the Federal Administration on the legality of the statute and their opposing interpretations of how its provisions are to be administered.

SEDFRE's legal staff has been swelled by five law students, serving as summer interns: an annual program organized by the Law Students Civil Rights Research Council. Students have a major assignment to tackle in 1968. Working under Legal Director Carl Rachlin, they have begun research on a nationwide study of civil-rights laws as compared to actual practices. SEDFRE was commissioned to carry out this investigation by the American Bar Association.

In a recent case, Davenport vs Rockland State Hospital, SEDFRE secured a decision in which the New York State Commission Against Discrimination found probable cause of discrimination at Rockland State Hospital. This is the first instance, to our knowledge, of one state agency finding another guilty of discrimination.

***

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August, 1968

Dear Friend:

What does a Negro in the South do if he or she wakes up November 6 as a newly elected legislator, sheriff, justice of the peace, school board member? This will happen in an unprecedented number of cases in 1968. Will he be able to live up to the hopes of those who risked and sacrificed so much to elect him?

Obviously, he is expected to sponsor significant legislation, to get Negroes hired where they have long been excluded, to institute more just procedures--in short to represent not only his immediate constituents but the dreams of all Americans, black and white.

Unlike most of his white counterparts, he has had little chance to build up useful experience through years of mainstream political involvement. Nor will he have the backing of experienced supporters. Often he will meet rejection and hostility from his new colleagues, instead of the helping hands that typically guide neophytes through their first bewildering months in office.

What can be done? Six years of resource mobilization, legal assistance, leadership and skill training work with civil rights and community action groups throughout the nation have earned SEDFRE both the confidence of grass roots black leadership and the experience to help newly elected Negro officials make constructive use of their hard-won positions. This unique combination of assets gives SEDFRE an opportunity. This opportunity becomes an obligation in light of SEDFRE's direct experience (more than 100 workshops at State and County levels) with citizens' groups in voter registration, political action, campaign methods and skills.

We will conduct intensive programs of Technical Assistance for newly elected Negro officials immediately after the November elections. Workshop curricula will embrace the many disciplines which go into producing "political savvy" and will focus on "how to get things done." Also SEDFRE will provide day-to-day assistance in public relations, research, budgeting, legal reference, fund-raising, campaigning; and in converting a problem into an issue: perhaps the most basic skill an effective politician can master.

At this time of domestic crisis, the need is urgent. The possibility of success is great. The support you have already given makes you a part of SEDFRE. The opportunity and the obligation are ours. With your help in supporting this program of technical assistance, we shall have taken another successful step for America's future. Please mail your check today.

Sincerely yours,

Marvin Rich

Marvin Rich
Executive Director

■ *president;* Andrew E. Norman ■ *vice presidents;* William S. Ellis, Nannette Sachs ■ *secretary;* Ezra Levin ■ *treasurer;* Shelley Appleton ■ *executive director;* Marvin Rich ■ *leadership development director;* Ronnie M. Moore ■ *legal director;* Carl Rachlin ■ *BOARD OF DIRECTORS;* Nils R. Douglas, Chairman ■ James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts

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THE POOR PEOPLE'S CAMPAIGN
WHAT DOES IT MEAN?
SEDFRE'S ROLE . . . an intensive training job of unprecented scale and scope.

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Joann List Levinson
Leon Modeste
Henry Morgenthau, III
Dr. William Stuart Nelson
Richard J. Schwartz
Elaine Slater
Norman Thomas
Rowland Watts

Dear Friend:

So much can happen in one short month!

> April 1968 began with a series of shock waves resounding from President Johnson's unexpected withdrawal from the 1968 Presidential race. A stunned nation was reuniting swiftly.
>
> Then came April 4th. International developments became secondary overnight. Dr. Martin Luther King, Jr. had been assassinated in Memphis. A deep domestic crisis rose tragically to the surface—and it won't go away.

What will be next? Do we stand by, allowing ourselves the luxury of being stunned into inactivity? Do we resume business as usual? Or respond with an intensified will to meet extraordinary challenges with extraordinary actions of our own?

May and June are months of decision. For SEDFRE, the decision has been taken. We urge you to join us now in the front ranks.

SEDFRE has accepted a staggering responsibility: the training of participants in the Poor People's Campaign in the techniques of constructive social action. Dr. King planned to launch a massive confrontation between the poor and the powerful of this nation. His followers—and thousands of newly committed allies of all races and economic backgrounds—are determined to mount a significant militant, non-violent surge for economic and racial justice.

Our reasons for undertaking this assignment are compelling. First, it's a job that must be done. Second, the march is only part of a much-larger whole: a long-range Poor People's Campaign, demanding a total commitment to eliminate poverty and discrimination.

SEDFRE could not shirk this extraordinary opportunity to do an intensive training job of unprecedented scale and scope. As plans have developed under the leadership of the Rev. Ralph Abernathy, the Poor People's

(over)

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Campaign is engaging men and women for many weeks of concerted activity on behalf of economic advance and civil rights. Such a drive calls for programs of education for citizen leadership and effective community action. It is at this point that SEDFRE's interest and expertise mesh into the design of the Poor People's Campaign.

How are we operating? Training is being offered in a series of education, skill development, problem-analyzing and problem-solving workshops.

—SEDFRE staff members are accompanying major caravans, training marshalls and marchers in discipline and non-violence, as well as clarifying specific needs on which to focus the workshops to be conducted in Washington.

—In the Capital, SEDFRE's varied program of workshops are carefully tailored to serve two areas of need: 1) to help participants relate the national issues highlighted by spokesmen of the Campaign to their own year-round community situations; and 2) to offer specialized training for leaders from community-action groups, enabling these activists to return to their home grounds with new knowledge and skills.

—In the follow-up phase, SEDFRE is pledged to provide on-going technical assistance to Campaign workshop participants as they apply what they have learned to their own communities.

You can surely appreciate the financial risk such an undertaking poses to an organization as modest in staff and budget as SEDFRE. It is an ambitious task we have assumed—but imperative. The plans we are carrying out are hard-headed and practical—but expensive. We have already made commitments for additional staff beyond our means. We have faith that others, like you, will see the urgent need for commitment as we have.

I know I can count on you to understand the significance of SEDFRE's potential contribution to the outcome of the Poor People's Campaign, both immediately and over the long haul. Send your contribution now. When you write your check, you'll be helping write history.

Sincerely,

Norman Thomas

Norman Thomas

EDUCATION
FOR
ACTION

EDUCATION FOR ACTION • TRAINING FOR LEADERSHIP

SEDFRE is a national organization set up in 1962 to provide a number of basic services to the movement against discrimination and poverty. Chief among these services is Leadership Training.

How?

Working for social change at the grass-roots level, SEDFRE meets local needs with concrete training programs based on the specific requirements of participants and the communities in which they live. SEDFRE matches tested methods of teaching to the special problems of the people with whom it works.

Educational and social handicaps demand unconventional teaching methods. SEDFRE seminars and workshops feature few lectures, reading assignments or other formal academic devices. Leadership Training students learn from hearing, first-hand, the experiences of others who have struggled through situations similar to their own. Guided by professionals of wide experience they learn through problem-solving exercises, and through stimulating discussion with other students, with volunteer faculty members and staff.

SEDFRE persistently asks those who come to its seminars and workshops, "What's your objective? How can you get there?"

Training programs are designed to train local leaders to deal effectively with problems ranging from voting rights and public education to garbage collection and street lights. SEDFRE brings workshops, seminars, and follow-up programs of personalized consultation and technical assistance to the trainees on their home grounds.

Where?

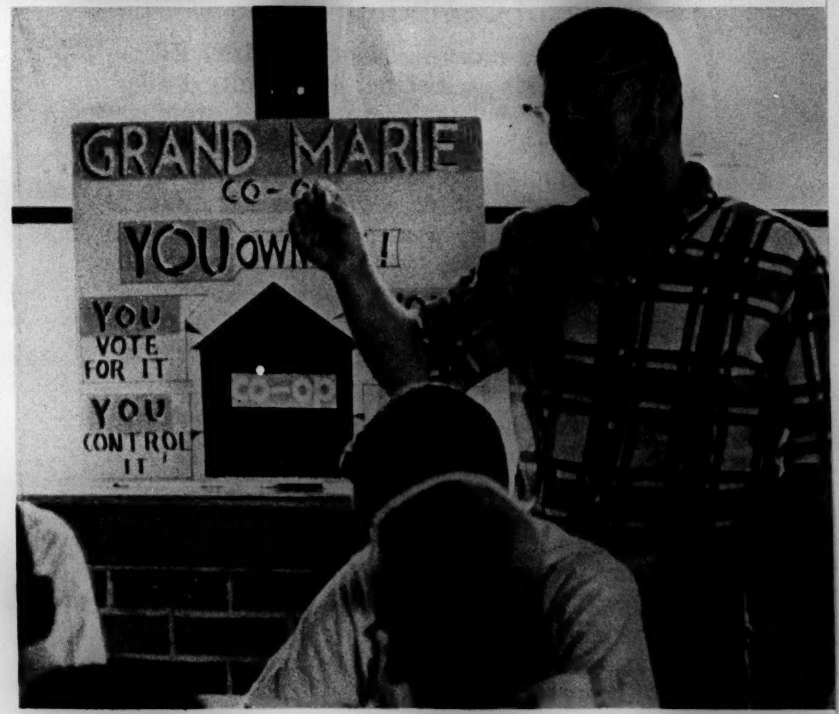
During 1967, SEDFRE seminars and workshops involved some 2,300 citizen-leaders from 120 communities throughout the country. Most of the participants were leaders of unaffiliated local action-groups: ministers, farmers, millhands or factory workers who devote their evenings and weekends to community service. During 1968, SEDFRE's training role in the Poor People's Campaign will extend significantly the reach of its leadership training program.

Who?

- ***Representatives of Poor***

The O.E.O. calls for participation of the poor in each community where it supports anti-poverty programs. All too often, this promising approach proves cruelly disappointing. Some elected spokesmen are too quiet and acquiescent. Other use their new positions simply to vent long-suppressed angers.

SEDFRE training workshops have demonstrated that men and women elected to serve on local poverty boards want to understand their function, and can be helped to gain necessary perspective, knowledge



and skills. Specific training enables these official spokesmen of the poor to represent constructively and honestly, the needs of their neighbors.

• Members of Cooperatives

SEDFRE has helped train members of small farming and business cooperatives in four states (Alabama, Louisiana, Mississippi, Tennessee). Training helps co-operator professionals and board members to view their special functions with perspective and clarity, and encourages more orderly, efficient operation of struggling ventures whose success means much to their communities.

• Political Campaigners

SEDFRE's much-in-demand Citizen Education workshops instruct community leaders in the political realities: precinct organization, campaign management, getting out the vote, framing the issues to match the needs of the community, developing strategy to achieve specific goals. Practical and nonideological, these workshops attract students of all political persuasions. Specialized seminars instruct community political workers in techniques of fund-raising, publicity, public speaking, etc.

Of those who have attended SEDFRE citizen education workshops, 50 have since been elected to office. Other participants have assumed leadership in a variety of successful campaigns for community improvement. This program has been extended nationwide for 1968 when there are unprecedented opportunities for Negroes throughout the nation to make their influence felt at the polls.

• School Board Members

One SEDFRE workshop trained 35 Southern Negro school board members in the effective administration of their duties:—inexperienced but able men and women who were among the first to be elected to such posts. Among those participating as faculty were highly experienced Negroes who had served as members of school boards elsewhere in the country; also university educators, interested experts from the U.S. Office of Education.

All of SEDFRE's programs are designed to help black Americans to become full and effective partners in the lives of their communities and the nation. SEDFRE believes that only in this way can equality become an every day reality in the lives of those to whom it has been for so long denied.

The discussion brought out many things of importance that I overlooked in my first campaign for alderman.

ZELMA C. WYCHE, Tallulah, Louisiana

The information on how to campaign and get the people out led me to know that why we lost in the May primary was partly our own fault.

PERCY MCSHAN, Boligbee, Alabama

I like the fact that a candidate doesn't have to win to help his community. A losing candidate may bring up some issues that would never been mentioned if he had not run.

WILLIE MCDANIEL, Madison, Florida

The people I came with are not the same people I am going back with, including myself. We have set reasonable goals and we have something tangible to work with. We now have a better organization because of what this weekend has brought out.

DONALD J. CLAYTOR, Horseheads, N. Y.

Scholarship, Education and Defense
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SEDFRE
164 MADISON AVENUE • NEW YORK, N.Y. 10016

CONSTRUCTIVE CHANGE

June 23, 1969

Dear Friend:

What is SEDFRE all about? One staff trainer said it the other day in five words: "Creating change without creating chaos."

As you can see in the enclosed newsletter, our approach is to help people develop skills so they themselves can create change in the areas closest to their lives. This has led to such self-help programs as:

— rural cooperatives bringing small farmers higher incomes and independence

— ghetto education programs focused on what residents want: day care centers, streets free of addicts and alcoholics, better police protection, schools that teach

— systematic ways of providing the practical help requested by newly elected black, Mexican American and Puerto Rican public officials.

SEDFRE trainers make it easier for people of different races to understand one another and get down to the business of bringing about one specific change all agree is needed. We think this is important and useful work.

> Now more than ever, the poor need the chance to effect real improvements in their lives. And now more than ever, we must all work to keep traffic open on the bridges between white America and black America. The SEDFRE approach combines both these imperatives.

Your dollars enable SEDFRE to do what must be done . . . to help develop new leaders and community groups seeking practical gains. Your contribution today will assure our summer program of constructive change.

Yours sincerely,

Marvin Rich

Marvin Rich

P.S. – Be sure to read the Saturday Review's article on SEDFRE, which we reprinted for you.

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164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

NEWSLETTER

June, 1969

PARENT-TEACHER COMMUNICATION PROGRAM IN NEW YORK CITY

Between January and June, SEDFRE designed and ran a series of communications workshops for parents and teachers of four New York City public elementary schools in District 7. Enrollment in this south Bronx school district is approximately 75 per cent Puerto Rican, 20 per cent black, 5 per cent white. District 7 school officials asked for a training program. It was undertaken with the cooperation of the Board of Education of New York City and the State Urban Education Project. Three training organizations handled the combined efforts.

Stated objectives of the program included the following:

-- to improve communication and understanding between the district's administrators, teachers, community leaders, parents and non-professional school workers;

-- to make people more aware and sensitive to their own attitudes and feelings, and those of others;

-- to identify school problems and seek solutions.

SEDFRE's four workshop series were run, under the direction of Staff Associate David Helper, either on consecutive Saturday mornings (a good time for parents), consecutive Monday afternoons (convenient for teachers) or over a weekend in an out-of-town retreat setting. The weekend format proved far away the most satisfactory.

The prime concern at each workshop was to open communications between administrators, teachers and parents. Two other problems -- parent involvement and discipline -- were much on everyone's minds.

Each school proved unique. Some parents and teachers began to deal together with some pressing shortcomings of the school. In one instance, the target for immediate action was the school playground, long a sorespot because the ownership of the land was in question. Addicts and other undesirables loitering in the neighborhood made the school playground literally unsafe for pupils. Workshop trainees circulated petitions to get the playground under control of the Board of Education, campaigned for installation of the needed fencing, and talked about organizing parent patrols for school hours.

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PEACE
FREEDOM
FRIENDSHIP

Joint projects like this continued after formal workshops ended. Follow-up to the entire series is being provided by the District 7 office of the State Urban Education Project.

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PROMISING APPROACH TO HOUSING IN ENGLEWOOD

"Urban renewal" has long meant "Negro removal." Residents of affected neighborhoods are rarely, if ever, involved in the planning, design or operation of renewal projects. The opposite approach is being tested, however, in a New Jersey pilot program.

Englewood's local redevelopment agency tapped SEDFRE to help stir up community participation in its redevelopment project. Our assignment: to create a trustworthy channel for affected residents' views, and to establish a neighborhood voice in area planning.

Under the guidance of Staff Associate Pamela McCoy, a local program coordinator and nine community organizers chosen on local recommendations carry out the project. After professional training in how to canvass, identify problems, spot leadership and conduct meetings, organizers were off to work: canvassing 1,200 households, explaining Englewood urban renewal to residents of the mostly black Fourth Ward, and setting up pre-election meetings.

Key to Englewood's forward-looking plan for redevelopment is a neighborhood election to choose members of a permanent Project Area Committee (PAC), linking residents and agency officials. The election is set for June 19.

As renewal plans progress, the PAC will voice the concern of families in the affected areas. Some problems have already emerged at meetings. People want more police protection, elimination of loitering, clean-ups of streets and vacant lots, crack-downs on speeders and doubleparkers who endanger neighborhood children.

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COMMUNITY TRAINING INSTITUTE IN GARY

For the past six months, SEDFRE has run the Neighborhood Action Institute in Gary, Indiana, designing community education and training programs around the stated needs of the people themselves. Operating with the encouragement of Mayor Hatcher but in complete independence of his office, NAI, under the directorship of Robert Jackson, has concentrated on providing professional training for staff members of public agencies and leaders of neighborhood groups. These training workshops have earned considerable trust and are widely utilized throughout Gary's black community.

To date, NAI has provided training to people in a variety of federal and private agencies: the Concentrated Employment Program, the local anti-poverty agency, the Model Cities Program, an ADC Mothers Group and many other neighborhood action organizations. Primary emphasis has been on enhancing the skills of Board members, most of whom come from the ghetto and have never served before.

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SERVING NEWLY ELECTED OFFICIALS

Since the 1969 National Conference of Black School Board Members in February, SEDFRE's Technical Assistance Program has undertaken a variety of follow-up programs stemming directly from this meeting: a workshop for mental hygiene officials in Baltimore; a regional seminar for black elected officials in Beaufort County, South Carolina; a group-building laboratory for the Central Islip (N.Y.) Community Action Center.

Also, SEDFRE was asked to co-sponsor a Southwest Seminar for Latin Surname School Board Members -- some 100 Mexican American trainees from five states. Modeled after the Airlie House Conference, this seminar is being run jointly by SEDFRE and La Raza, an organization representing Mexican Americans. The seminar will be held this summer in Washington, D.C.

A State Seminar on Education was held in New Jersey, the weekend of May 23 to 25. School board officials, state legislators, city and county councilmen, top administrators and activist leaders from black communities attended. Workshops focused on the principal issues of concern in education today.

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STATE WELFARE CUTS CHALLENGED

Are minimum welfare standards to be set by the individual state or by the federal government? The SEDFRE Legal Division has undertaken a case which may force a showdown before July 1, 1969: Rosado v. Wyman.

This suit against the State of New York enjoins officials from lowering minimum grants to welfare recipients, as mandated by the legislature at the close of the 1969 session. The argument charges a violation of Federal Statute 42 U.S.C. 602 (a) (23) contained in the 1967 Amendments to the Social Security Act. This is the Federal statute governing welfare expenditures and practices. The Federal government provides about half of New York State's welfare funds. This particular case, one of many welfare suits undertaken by SEDFRE, also charges illegal discrimination as to the dollar amount allotted recipients in Nassau County, and is being jointly carried out with the Center on Social Welfare Policy and Law at Columbia University.

Progress to date has been dramatic and encouraging. On May 16, Federal District Judge Jack B. Weinstein issued a preliminary order enjoining state officials from carrying out the mandated cuts. He stated that there is a substantial probability that the New York law is inconsistent with the Federal statute, and is invalid. The case is scheduled to be argued before the 2nd Circuit Court of Appeals on June 3.

If Judge Weinstein's 68-page opinion is upheld, the case will go back to him for final determination of the facts. If the Court finds in favor of New York State, however, SEDFRE attorneys are ready for an appeal to the U.S. Supreme Court. An impressive line-up of national organizations is expected to join in amicus curiae briefs.

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NEW PLACES AND NEW FACES

In one brief year, SEDFRE took on an unprecedented volume of new commitments, doubling the staff (from 14 to 29). We have a new office in Gary, with director, secretary and three local trainers; a staff member assigned to year-round training for Southern cooperatives; a training staff to deploy to as many as 30 cities around the country running projects in housing, anti-poverty action, education. To keep things rolling as smoothly and effectively as possible, new faces and some reorganization were clearly in order. Here is a rundown of top staff administrators and program directors: President: Marvin Rich; Executive Director: Ronnie Moore; Legal Director: Carl Rachlin; Director of Technical Assistance Program: James Felder; Leadership Development Director: Shirley Lacy; Scholarship Program Administrator: Joyce Richardson.

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13 SEDFRE SCHOLARS WIN DEGREES

SEDFRE's Eleanor Roosevelt Scholarship Program, about to enter its seventh year, adds the following names to its roster of graduates. These scholarships are made available solely to young people with records of community activity and commitment.

Lynda W. Beale Case Western University	From Lynchburg, Va., she was, on application, active in both SCLS and the NAACP, integrating the white high school and working on voter registration. Currently a lab technician at Cleveland Clinic Foundation, she works on her own time with a committee to "improve education in public schools, also tutoring."
Fred Brooks Wayne State University	From Detroit, he went to Nashville and Mississippi to work on voter registration. In 1964 worked on the CORE Louisiana Project, assigned to Jonesboro.

Algernon J. Cooper N.Y.U. Law School	From Birmingham, Alabama. Will be a Reginald Heber Smith Fellow, and assume two (part-time) jobs: one with the NAACP Legal Defense and Educational Fund; the other as assistant Dean of Admissions at N.Y.U. Law School. Organizer and executive committee member of National Conference of Black Lawyers; member of organization committee of Martin Luther King Institute of Black Affairs at N.Y.U.: organizer of joint national conference of Black American Law Students Association (BLSA).
Rose Mary Gaines Harvard Law School	From Birmingham, Ala., where she first became active in the movement. While studying, active in New York City rent strikes, the 1967 Mississippi elections, and open housing activities with the New York City Urban League.
Carl Johnson Lincoln University	From Cleveland to Alabama, Mississippi and Georgia for work on voter registration, he has since spent time as a full-time community organizer in New Haven, and taught black history to teen-age gangs in Wilmington, Delaware.
Kenny Johnson Bard College	From Plaquemine, La., he came to SEDFRE's attention as a worker for CORE and the Iberville Industrial Voters League. At 16, he was CORE's youngest staff worker, directing projects in Iberville, Ascension and St. James parishes. Will do graduate work in urban studies at Yale University.
Adele Marie Moseley Boston University	From New Britain, Conn., she was with the New England Regional Volunteer Youth Council of the NAACP. During college, she worked during School Committee elections for candidates sympathetic to black educational needs.
Ruby Ann Roy Boston College Law School	From Lake Charles, La., she worked while at Southern University with Louisiana NAACP and CORE. In 1967 was active in the Mississippi Freedom Democratic Party; in 1968, worked on consumer cooperatives and for Rep. Ernest Morial in New Orleans. At law school, worked with community groups setting up tenant associations in Roxbury.
Richard Waters Howard Law School	From Thomasville, Ga., where he was active with the NAACP, chairman of the youth division of voter registration drive; from 1964-67 a member of the Georgia Council on Human Rights Committee. Future plan: to serve as legal consultant to Federal City College while attending George Washington National Law School for credit toward master's in poverty law.

Bishop Holifield Harvard Law School	From Tallahassee, Fla., where he helped integrate swimming facilities. While at law school, he wrote the constitution for a welfare rights group, served as legal intern in Tallahassee in 1967, and set up Boston Legal Assistance Project. A member of the Harvard Black Law Students Association, he will contimue his studies under a Reginald Heber Smith Fellowship.
Johnnie Lee Watson Florida A & M University	From Tallahassee, Fla., was vice chairman of the Quincey, Fla. CORE, suffering much harrassment. Has been active in welfare rights organization. After August graduation, plans to teach mathematics.
Barbara J. Williams New York University	From Atlanta. In high school years she was involved in SCLC, NAACP and SNCC activities throughout the South, with a special interest in voter-registration. She worked as a counselor for the Neighborhood Youth Corps and, in 1968, an organizer of college participants in the Poor People's Campaign. Future plan: entering Columbis School of Social Work.
Bertram Wyre Nasson College	From Bogalusa, La., he was an active CORE member from 1963-65. While at college in Maine, was employed in the audio-visual aids department, as cashier for student association refreshment committee. Future plan: work in the computer field.

Small Farmers School serving people from two Louisiana parishes taught crop diversification, cooperative marketing, new farm processes. Workshop met nightly for two weeks, was run by the Federation of Southern Cooperatives and SEDFRE.

REPRINTED FROM *Saturday Review*
June 21, 1969

Power to the People

ONE OF THE MOST significant developments of the civil rights movement is the rebirth of politics at the grass-roots level. In the nation's rural and urban slums, communities are organizing to handle local problems, and increasing numbers of the black and the poor are attaining leadership positions and public office.

To stimulate and encourage this local leadership and give it technical support unavailable elsewhere, the Scholarship, Education, and Defense Fund for Racial Equality (SEDFRE) developed workshops, seminars, and a Technical Assistance Program to bring the activists together with experts who can provide needed information, skills, and insights. Last year, SEDFRE—an independent national organization operating since 1962—concentrated on helping to organize and run political campaigns, and claims some credit for the substantial rise in the number of Negroes elected to office as school board members, sheriffs, justices of the peace, and legislators.

But participants in SEDFRE workshops also include welfare recipients, students, lawyers, policemen, farmers, suburbanites, and big-industry personnel. The aim is to help people understand and effect social change—to end the pattern of the past, where the higher the office attained, the further the community leader moved from his constituency. The method is to offer a wide variety of training in skills and a substantive knowledge of issues. In a sense, it represents a new and vital form of adult education.

SEDFRE is an outgrowth of the civil rights movement, particularly the voter-registration drives in the Deep South. "We thought we were successful in those days," says Marvin Rich, SEDFRE President, "and in a sense we were. But the grass-roots leaders of the movement had to develop their own skills once the outsiders went home. Ultimately, local people have to work out their relationships with their community." Like most of SEDFRE's staff, Rich has had a wide range of experience in civil rights work: for five years he was community relations director of the Congress of Racial Equality (CORE).

The SEDFRE staff is largely (but not exclusively) young, sophisticated blacks who know that neither the black nor white community is monolithic, that the divisions within each are deep, but that they can and must be surmounted to achieve a common goal.

An example of how this non-doctrinaire approach works was the National Conference of Black School Board Members, held last winter in Warrenton, Virginia. Bringing together more than 100 school officials from thirty states, the four-day session revealed some basic disagreements, from feelings regarding the words "nigger" and "black" to views on community control of schools and efforts at integration. Using techniques similar to sensitivity training, the SEDFRE staff sought to reveal and explore these different attitudes and then to lead the participants beyond them to help each other deal with their common practical problems—such as how to get white majorities on local school boards to respond to black needs; how to read and analyze a budget, plan programs, and find new sources of financing; how to get more able and sympathetic school administrators; and how to change the curriculum.

The conference's techniques are employed in less elaborate SEDFRE workshops, such as those in New York City public schools this past month. Working in five weekly three-hour sessions in a poor black school, the SEDFRE staff tried to bring parents and teachers together in that strife-torn system, to develop better communications between the two groups, and to teach them specific methods of working together on mutual problems.

Beyond the conferences and workshops is the new Technical Assistance Program designed to provide on-going, systematic services for newly elected Negro officials, about one-third of whom are school board members. SEDFRE also offers legal assistance to welfare rights groups and other community organizations. It has assisted the growing network of Southern economic cooperatives—one of the few practical hopes available to farmers being automated out of a livelihood in the South—and it offers scholarship aid to "young men and women with demonstrated leadership ability who do not qualify for conventional scholarship assistance." —B. B. S.

SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ▪ (212) 532-8216

September 12, 1969

Dear Mrs. Woodmansee:

SEDFRE has carved out a special niche in the civil rights movement: providing professional training and technical assistance services to new black officeholders. From where I sit, nothing could be more useful.

What exactly is SEDFRE doing for me? Nothing glamorous or easy. Finding an auditor to check our city books and help us with the budget...getting a top-drawer team of economists to help us figure out how to get jobs for folks down here in Jefferson County...... Read the enclosed report. It describes a cram course in municipal government SEDFRE ran for the city alderman and me just before we took office. Once you've read it, I'm sure you'll share my enthusiasm for this remarkable group's tough-minded approach to building political effectiveness.

Fayette, Mississippi, is only one of many places where SEDFRE's technical assistance program operates. In Gary, Indiana, SEDFRE's Neighborhood Action Institute is helping train community leaders and government-agency board members and personnel. From Alabama to Wyoming, SEDFRE staff and a network of expert consultants give person-to-person assistance to school-board members, magistrates, sheriffs and state legislators.

Speaking for myself, I am convinced that this approach is a vital solution for the crucial problems the movement faces in the immediate future. But I am speaking for many more than myself -- for the 1,400 black government officials in office this year... for the many hundreds more who will be stepping into new posts after November 1969, 1970 and 1971.

I am asking for your help. SEDFRE needs your generous support if it is to go on helping me and hundreds of others like me. Sit down at your desk right now, make out a check and mail it. Your money will be put to a vital use: helping us to take up our share of the responsibility of government with skill, knowledge and understanding.

Sincerely,

Charles Evers

Charles Evers, Mayor
Fayette, Mississippi.

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September 15, 1969

Dear Friend:

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Sincerely,

Charles Evers

Charles Evers, Mayor
Fayett, Mississippi

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December 3, 1969

Dear Mrs. Woodmansee:

As the new year approaches, we have taken this opportunity to reflect soberly on our past programs. Reaffirming SEDFRE's commitment to bring about constructive change, we have also considered the relative needs of the communities we serve. This has resulted in a number of important program changes for the year ahead. They include:

1) Tripling of the Technical Assistance Program to Newly-Elected Officials, especially through greater use of experienced public servants holding similar positions elsewhere. Our work with Mayor Charles Evers in Mississippi, Police Chief Zelma Wyche in Louisiana and the School Board Seminars are the hopeful nucleus of an effort which must be expanded from $70,000 last year to $220,000 in 1969-70.

2) Increasing the qualitative training of Black Rural Cooperatives in the South. This past year--our peak--involved the training of 4,800 rank-and-file members of coops. This year, we seek to intensify our training of the coop policy makers--board members and staff.

3) Expanding our Neighborhood Action Institute in Gary, Ind. which has been working with Mayor Richard G. Hatcher. This year we shall concentrate on activities for white and black youth. The Gary experience may well have widespread applicability for combating racial polarization in other tense cities.

To achieve these and related objectives, SEDFRE's budget will have to increase from $575,000 to $750,000. In dollar terms that is substantial; related to national needs and priorities, it is quite modest.

As you think about your own end-of-the-year giving, I hope you will consider another significant gift to SEDFRE's work. As you know, the cost of making a gift in 1970 will increase because of changes in the tax law. This consideration aside, I earnestly hope you will demonstrate your confidence in SEDFRE because we are doing an important job and doing it well.

Sincerely,

Marvin Rich

Marvin Rich
President

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April 17, 1970

Dear Friend:

I am writing to you as one of the committed minority -- the growing number of Americans, young and mature; black, brown and white -- engaged in the difficult business of turning newly-won rights into real improvements in the everyday way people live.

The "movement" has moved swiftly indeed -- with such speed and vigor that newly enfranchised minority-group voters are sending to office their own mayors, sheriffs, school board members, and state legislators like myself.

Stepping into public office with no previous experience is a real trial by fire. I lived through a period of bewilderment, despair and searching. I vowed then to do all I could to make things a bit easier for the others all around the country who would soon be seeking the know-how they need to represent their communities effectively.

My own personal efforts can, of course, reach only a few of the growing corps of black and Spanish-speaking new officials. That's why SEDFRE and its program of Technical Assistance for Newly Elected Officials is made to order for the movement and where things are at today. Each year I find new reasons to be proud of my association with this deeply committed interracial group, providing needed services to the movement for civil rights and economic justice.

Mayor Charles Evers of Fayette, Mississippi, describes in full detail just how SEDFRE helped him acquire the skills he needed from the moment victory was announced. Read it, and you will begin to appreciate how practical SEDFRE assistance can be.

SEDFRE works in many regions, with many people: Mexican-American school board members in five Southwestern states...Mayor Richard Hatcher's administration in Gary, Indiana...Zelma Wyche, Louisiana's first black sheriff...citizen-leaders of cooperatives scattered throughout the South...men and women working through community-action groups in the urban North.

I cannot urge you strongly enough to lend SEDFRE your support. Learning to plan a budget or secure a Federal grant may not seem dramatic or glamorous. But the hard ABC's of government are the next item on Freedom's agenda. We who must learn in a hurry are counting on each of you who can to help us.

We of the committed minority must continue to speak, act and give of ourselves for justice and equality, towards an America no longer divided. You can help today. Give generously now to SEDFRE.

Sincerely,

Julian Bond

Julian Bond

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When Elected Officers Must Be Trained First

Fayette, Miss. (May 13, 1969) — Charles Evers casts his ballot in historic contest for Mayor of Mississippi's second oldest town.

By CHARLES EVERS

FAYETTE, Miss. — Four centuries of slavery and servitude have deprived black Americans of many things, among the most important of which are the gamut of skills necessary to function and prosper in a modern, industrial society.

Some skills are relatively easy to transfer from person to person, This was proved clearly by the experiences of World War II, when millions of Americans, black and white, were mobilized and trained within a very short time to build such complex war machinery as Flying Fortresses, radar, bazookas, Liberty ships and motorized vehicles of almost every conceivable form. Most of these rapidly-mobilized Americans were unskilled and a high percentage was illiterate or barely literate.

Thus, it seems clear that if America's scheme of priorities were so ordered, in a fairly short period of time we could plan and execute the training of every able-bodied adult citizen to hold a productive job, we could build every family a decent home or apartment, we could construct enough schools and hospitals to educate every child and care for every sick person.

Our recent conquest of the moon, after President John F. Kennedy crystalized the national will less than eight years ago, is another example of what we are capable of, once we decide to do something.

A Question of How

After all, the growing discussions of priorities or national will is nothing more than how we will expend our resources—material and human—and to what extent the government will take the leadership, through taxation and planning—to achieve the objective we, as a nation, have decided to seek.

This in turn leads us to a more specific discussion of the two major forms of power which determine the lives of all Americans—political and economic. Most ethnic groups have long understood the importance of both forms of power. Negroes have only recently come to understand that their freedom and well-being is linked to their ability to achieve both political and economic power commensurate with their numbers.

In the long run, however, one is hollow without the other. The right of a starving or disease-ridden man to cast his vote is a right without much substance. Yet, a man who has his material needs provided for daily by the grace or duty of another man is, at best, only half a man; at worst, a slave. Human dignity requires that a man have both political and economic rights; to get them he must, with other men, join forces to use his political and economic power.

The problem then comes down to such phrases as "joining forces" and "using" one's power. Here is where we encounter the other form of skills which, because of our second-class status, black Americans, for the most part, have not had the opportunity to learn. These are the skills of human organization, political or otherwise, and they include the ability to communicate, to work with others, to perceive goals and organize energies to attain these goals, to administer, to find resources and to make the most out of them.

Can't Be Taught

One common denominator that each of these types of skills has is that very little of them can be taught—in the end, the only real teacher is experience. And Negroes have been denied the relevant experiences not only in our political life, but also in our other important institutions, such as schools and universities, the major corporations, the military services, the big churches, the mass media and so forth.

White America has had almost three centuries to learn to govern itself (and others), for self-government was practiced long before the Declaration of Independence. Yet today there are many white Americans who cast considerable doubt as to whether they are capable of governing themselves.

This Article

It isn't easy to govern a city today. There are many complex problems to be solved and too many special interest groups with their own ways of solving them. When a new man takes over as mayor of any city, then, he is grateful that there are others in the government — mostly civil servants and re-elected legislators — who come to his aid. But what happens in a Southern town when an entirely new and inexperienced all-black board of aldermen is elected along with the new black mayor and the outgoing all-white administration isn't about to help them? In this article, for the North American Newspaper Alliance, Mayor Charles Evers of Fayette, Miss., tells how he and his administration prepared for the difficult task of running a city—and running it well.

Black Americans have had almost no opportunities to govern themselves so it should surprise no sensible person if the first steps—whether in Cleveland, Gary (Indiana) or Fayette (Mississippi) —are not perfect when black men take the reins of government.

The need for patience is, however, only part of the picture. The other side is that, while individual blacks have risen to the heights of power because of their own abilities, most black men and women require intensive experience to catch up, even partially, to the level of skills attained by large numbers of whites. And we cannot wait generations or centuries for this experience, because we are determined to take our rightful place in American society as full participants now. We figure that four hundred years is time enough—that a century after the Emancipation Proclamation constitutes "reasonable time" to wait for what was supposed to be our birthright.

Voter Registration

In the past decade, therefore, we organized on the most elementary level to exercise our potential power — registering to vote. Apart from the danger of the white extremists who have killed or wounded so many of our able leaders in the South, we have had to face other great obstacles — inadequate funds, illiteracy, the dispersal of so many Southern Negroes in rural areas, inertia, etc. But in five years' time we managed to register 2 million new black voters in the South. In Mississippi alone, where the NAACP built a vast statewide organization, we increased black registration from 28,000 in 1965 to over 260,000 in 1969.

The question then became "What do we do with the vote, now that we have it?"

Despite the fact that no Negro in Mississippi had held public or party office in modern times, we set out to elect large numbers of black men and women to such posts. In less than three years, Negroes have been elected to 89 public and party offices in Mississippi, ranging from State Senator to County Supervisor to Justice of the Peace to members of the Democratic Party County Executive Committee.

Mayor-elect Evers (center) announces SEDFRE program to train Fayette's all-black town government at New York press conference a month after election. Evers is flanked by SEDFRE President Marvin Rich (left) and SEDFRE Executive Director Ronnie Moore.

The fact that we were all inexperienced in governing did not deter us. For one thing, the vast majority of white office-holders in our state were (and are) men of extremely limited ability and a high ratio are barely literate.

Second, because of racist attitudes, most of them failed to govern justly or effectively when it came to the well-being or rights of black Mississippians.

Third, we have come to understand that the way to begin is to begin. In other words, if we want to learn to govern, we black Americans must seize the opportunities before us and learn to do the job. That after all is what almost every holder of public office, except the incumbent, from President to County Clerk, is obliged to do. And if experience were the sole criterion. we should all be obliged to vote for the incumbent against the newcomer in every election. That would invalidate the entire idea of elections. And it would obstruct social and political change forever. We might as well become a dynastic monarchy.

Nevertheless, most Negro office holders (and office seekers) have had less general experience in governing than is desirable. My own experience in Fayette is a clear case in point. Besides myself, the entire five-man Board of Aldermen which was elected on May 13th is composed of black men without previous experience in municipal government. We all had to start from scratch.

We do not have an indefinite period of time to learn how to govern. Before long, our constituency, white and black, will be up before meetings of the Board of Aldermen to demand the changes we promised them.

SEDFRE—an Idea

What was needed was a method of short-circuiting the long, tedious trial-and-error method of learning which goes hand-in-hand with most forms of on-the-job training in government. Fortunately for us (and for thousands of other black, Mexican-American and Puerto Rican office holders and seekers), such an institution exists in the Scholarship. Education, and Defense Fund for Racial Equality, known in the civil rights movement as SEDFRE.

Since 1962, SEDFRE has been in the business of training leaders from the community to the national

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level in the civil rights, poverty and welfare fields. With a large staff of professionals, they have imparted many of the skills which Negro and other minority groups have been denied for centuries because of discriminatory practices.

Most important, they have helped to teach the natural leadership of the movements-for-change how to teach themselves. They have stressed the skills which enable local leaders to analyze their own grievances, to unite on constructive courses of action to bring about change, to set up their own programs, to communicate with each other over and across barriers that until now seemed impenetrable, They have followed up their initial training sessions with more sophisticated techniques. And, since 1968, they have provided higher-level technical assistance to holders of public office which, in may cases, including our own in Fayette, may prove the difference between success and failure.

Using Fayette as an example, let me illustrate how — with SEDFRE's help — we are telescoping the acquisition of experience and thereby, of skills, in the process of making history. Within two weeks after our election last May, we sought the aid of SEDFRE to train our new city government and to effect a smooth transition. We noted that none of our newly-elected black officials had prior municipal government experience.

Within a few days, SEDFRE staff began to tailor a custom-made training program to fit our needs. Ronnie Moore, SEDFRE's executive director, spent the better part of two weeks in Fayette interviewing the new black officials to determine their backgrounds and interests.

On June 20-21, a two-day seminar was conducted by Moore and his colleagues to help the 21 new black officials become familiar with their municipal and county duties and to enable us to examine some of the problems we would encounter. The seminar stressed development of leadership skills through lectures, exercises and workshops. These led naturally into the mock city council meetings where the mayor-elect and the incoming aldermen could learn not only the correct procedures for conducting city affairs but also how to cope with tough political questions.

For example, SEDFRE staff organized a group of black local citizens — called Citizens for Progress — to present specific demands to the mock council session. These included bread-and-butter requests for paved roads, street lights, fire hydrants, improved garbage collection and an end to police brutality.

The intensity of the demands and the manner in which the petitioning group presented its grievances simulated as closely as possible a real council session. It forced the new administration to think fast, to learn how to respond responsibly. SEDFRE staff periodically "stopped the action" to analyze what we were doing and why.

Without warning, another group of petitioners — all white — presented a new list of demands to the mock council session (also at SEDFRE's initiative). Reflecting possible white antipathy towards the new black city government, the "play-acting" whites, called Citizens for Change, demanded strict law and order enforcement, a moratorium of all taxes for four years, strict enforcement of an old ordinance that stray dogs be shot, and city council action to de-annex the white residential area from the City of Fayette.

Needless to say, some of these demands took us by surprise. After promising law and order without any "ifs, ands, or buts," I referred the stray dog issue to the chief of police and postponed the tax and de-annexation questions until the aldermen could meet in executive session.

With the trainers attending, the executive session served to refine the possible course of action open to us and to point out ways in which we could improve our procedures.

Mayor Evers and Fayette's newly-elected Board of Alderman discuss town's audit review by Newark Budget Director Wilbur Parker (right), one of technical experts provided by SEDFRE for incoming town administration. Photo by EBONY Magazine

One of the problems was to involve the aldermen more in the decision-making. For this reason, the next mock council meeting took place with the new mayor—myself—"absent in Washington."

Thereafter, the various aldermen began to take more initiative in responding to the local demands, black and white. Needless to say, the problems presented were not "solved" during these sessions. But we made substantial progress in learning how to crystalize problems, to ascertain alternative courses of action and to decide through discussion and consensus which course to take. In short, with SEDFRE's guidance, we were learning the complex process of problem-solving.

Still Learning

A series of follow-up meetings is taking place, with one-to-one instruction in those areas wherein individual elected officials require specal help.

In addition, the seminar conducted invaluable workshops on how to analyze the city budget, emphasizing the sources of income, expenditures and priorities. Another session dealt with locating and securing additional sources of income, private and public, with stress on federal programs. A third covered the basics of legal and parliamentary procedures as they relate to the city council's work, including actual role-playing by the participants from a written script specially prepared for this workshop. In another session, we concentrated on the skills of negotiating.

In all, we had telescoped years of trial-and-error experience into a few months of formal and structured learning. We have much more to learn, of course, nor did each of us learn the same things equally well. But we had made an impressive start that surprised us all.

SEDFRE's work did not stop there, either. One of its first recommendations was to recruit a Blue Ribbon Panel of experts with experience in analagous situations to spend time in Fayette studying our major problems, with a view to recommending priorities. Three weeks after our election, this panel arrived in Fayette. It included Gerald Lamb, State Treasurer of Connecticut; Professor G. James Fleming, a political scientist from Morgan State College (Baltimore); Norman Johnson, a sociologist from the Carnegie Mellon University (Pittsburgh); and Eldridge W. McMillan, an education specialist from the Southern Education Foundation (Atlanta).

Panel's Report

After first-hand study, the panel made a series of valuable recommendations on such matters as our fiscal shortages and the prospects for industrial growth; the impasse in our segregated public education system since federal funding had been terminated: the potentialities of anti-poverty programs and the short-range steps to be taken by the new Administration to foster pride and confidence in the city government. Since each of these steps involves complex activities, including skills and funds not now available, a follow-up, with SEDFRE's aid, is now underway to put them into being.

SEDFRE's first recommendation was one of its most valuable: a professional audit of the city books prior to the inauguration. SEDFRE recruited a senior expert—Wilbur Parker, budget director of the City of Newark, N.J.—to head a fiscal task force which surveyed the old administration's books during the week before we took office.

A number of major problems were uncovered, not the least of which was the realization that the out-going white administration had spent all of the funds needed to pay for city payroll and operating expenses between July 1st and October 1st (our inauguration took place on July 7th). Thus, we were faced with a grim fiscal crisis even before we took office.

The audit also suggested the probability of serious real estate reforms, might in the long run provide new sources of income. The same fiscal team, headed by Mr. Parker, is returning shortly to help the City Council draw up the new budget and locate additional sources of income.

Economic Priorities

Finally, with SEDFRE's help, a professional economic survey firm of international repute—Robert R. Nathan Associates—has undertaken to analyze the local resources, draw up a general plan and set of priorities, and relate them to federal sources of funding. The Nathan team of technicians began working on July 28th.

It should be obvious to all Americans—black and white—that the complexities of "running the shop" once power is gained are greater than the skills available to most of us. It should be even clearer that black Americans, for the historic reasons already outlined, start with a greater handicap and need special help, if they are to govern effectively. This is as true in Gary and Brooklyn as it is in Mississippi and Georgia.

Fortunately, SEDFRE and other private agencies are providing the resources and the skilled personnel to short-circuit our historically-based shortcomings in the briefest possible interval. SEDFRE, for example, is working with Mayor Richard Hatcher's administration in Gary; with the Council of La Raza, the major Mexican-American organization, in Arizona and New Mexico; with black agricultural co-operatives throughout the South; with Negro and Puerto Rican community groups in New York City, Englewood, New Jersey, and other northern cities. It is helping each of them—as it has been helping us in Fayette—to drastically alter the terms of power that govern our daily lives by learning the skills and techniques of considered action.

This is the new dimension of the civil rights struggle in America. And, brick by brick, it is building a new edifice, based on justice and freedom, which is our true manifest destiny.

The nation's press has provided extensive coverage of Fayette's new administration. Here, Charles Evers is interviewed by network television crews on election day. Such national awareness has helped to mobilize public support for newly-elected officials. Photo by Gilbert Jonas

SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ■ 164 MADISON AVENUE, NEW YORK, N. Y. 10016 ■ (212) 532-8216

June 9, 1970

Dear Mrs. Woodmansee:

Fulfillment of the American Dream stands in grave jeopardy at this critical moment in our history. We who have devoted our lives to achieving full freedom for black Americans within the system are compelled to observe that time is fast running out. The advocates of violence are making significant inroads at the expense of constructive action. The hopes and aspirations of Negroes and other minorities are being dashed on the rocks of despair by those who would turn the clock back.

We know first hand that racial progress is a hard road to follow. It must be built brick by brick over long periods of time. This requires dedicated leadership with skills, know-how and resources at every level of society. These are the very ingredients that white America has systematically denied blacks and other minorities for centuries.

Yet, if we do not effect sweeping change in the near future, we face the growing possibility that all will be lost for each American. Legitimate black leaders have been emerging across the nation for years. They are among the true agents of change. They can help to transform our nation before it is too late. But today they need substantial help.

One crucial source of such help is SEDFRE -- the nation's foremost training and technical assistance organization in the rights field. Both of us, despite our own extensive experience, has felt the need to turn to SEDFRE for critical help, advice and know-how. So have countless others, as the enclosed brochure reveals.

The paradox is that now, just when SEDFRE is most needed to expand its work, we are faced with a counter trend. Nationally, the momentum towards freedom and equality has been severely blunted. Contributions to the rights movement have fallen sharply, especially to SEDFRE, which in turn has been forced to cut back its programs.

We have joined in this appeal to plead that this vital organization be supported to the hilt. You who have contributed in the past know better than most Americans how important SEDFRE is to the freedom struggle. Please give now--as generously as you can. Join us again in the most important war Americans can fight--the war against oppression and injustice.

Sincerely,

Julian Bond
Julian Bond
State Representative
Georgia

Charles Evers
Charles Evers
Mayor
Fayette, Mississippi

Contributions are deductible for income tax purposes

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SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ■ 164 MADISON AVENUE, NEW YORK, N. Y. 10016 ■ (212) 532-8216

August 14, 1970

Dear Friend:

Fulfillment of the American Dream stands in grave jeopardy at this critical moment in our history. We who have devoted our lives to achieving full freedom for black Americans within the system are compelled to observe that time is fast running out. The advocates of violence are making significant inroads at the expense of constructive action. The hopes and aspirations of Negroes and other minorities are being dashed on the rocks of despair by those who would turn the clock back.

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March 8, 1971

Dear Mrs. Woodmansee:

After decades of struggle to win the freedom guaranteed by our Constitution, we black Americans are finally "getting our thing together" in community after community. I refer specifically to the systematic use of the ballot box as a key tool for social change.

It is not just that black Americans--and other minorities--are now wielding their votes to improve the system. Even more is happening: black men and women are seeking elective office in growing numbers--and winning.

The tempo of political change has so quickened that more than 3,000 blacks today hold public offices. In a brief few years Carl Stokes of Cleveland has been joined as mayor of a large city by Richard Hatcher in Gary and Kenneth Gibson in Newark. Hundreds of our brothers and sisters have assumed a wide variety of posts during this period, including four Alabama sheriffs and scores of local school board members.

Success at the polls is only the beginning of the story; it opens up a whole box of new challenges and problems. Each of us comes to office with little past experience and few helpful contacts. We need, ask for, and get practical aid in the art of governing. One of the most capable and reliable sources of such help is SEDFRE--the Scholarship, Education and Defense Fund for Racial Equality. For almost three years, it has been conducting a useful and creative program offering training and technical assistance to newly elected officials. During that time, the total number of minority-group victors greatly exceeded all expectations. Needs have far outstripped the resources of SEDFRE to serve the new elected leaders.

Among the new breed of black elected officials, SEDFRE is highly valued and respected. Its dedicated young staff has been indispensable in helping make the transition from the old status quo to the new era of reform and social sensitivity. As the enclosed brochure details, SEDFRE's programs are far-flung and intelligently executed, whether they be among ghetto blacks in Newark or rural blacks in Fayette, Miss. The common denominator is the universal drive among all American minorities to telescope the acquisition of skills and experience so that significant changes can be made peacefully--before despair leads to further violence.

We in America are in a race against time. SEDFRE can be a vital force in winning that race. The current economic decline has blunted SEDFRE's momentum. More than ever, it needs your most generous support. I know I speak for most black Americans who want to make the system work when I urge you to give today as much as you can to SEDFRE. Tomorrow may be too late.

Sincerely,

James Farmer

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April 19, 1971

Dear Friend:

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It is not just that black Americans--and other minorities--are now wielding their votes to improve the system. Even more is happening: black men and women are seeking elective office in growing numbers--and winning.

The tempo of political change has so quickened that more then 3,000 blacks today hold public offices. In a brief few years Carl Stokes of Cleveland has been joined as mayor of a large city by Richard Hatcher in Gary and Kenneth Gibson in Newark. Hundreds of our brothers and sisters have assumed a wide variety of posts during this period, including four Alabama sheriffs and scores of local school board members.

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Sincerely,

James Farmer

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May 24, 1971

Dear Mrs. Woodmansee:

The citizens of Greene County, Alabama, are among the poorest of our nation's poor. Blacks comprise three-fourths of the county's population and, considering the oppression they have suffered since slavery, it is no surprise that blacks account for 85 percent of the county's poor. Nine out of every ten black families live--perhaps "survive" is a better word--in dilapidated shacks without decent plumbing or sewers.

Greene County is typical of hundreds of counties across the South. However, at least 88 of them, including Greene, have a black majority, for the most part registered to vote. What distinguishes Greene from the rest is that the black majority has "gotten itself together" in the past two years to elect black county officials, including the county commissioners, sheriff, school board and probate judge.

Thus, for the first time, the black and the poor of that Alabama county have a government pledged to promote constructive change through the political process. The recently-elected black officials are extraordinarily able and energetic men and women but they have had very little experience in running a government. Thus, since the first groups took office in August, 1969, SEDFRE has been providing invaluable technical assistance and training. SEDFRE's work has covered public housing, education, industrial development and leadership training. Slowly but persistently, with their newly-acquired skills and confidence, the black public officials are changing the system in Greene County, as the enclosed articles from The Christian Science Monitor reveal.

Within the next two years, SEDFRE expects that a dozen or more predominantly-black counties in the South will elect blacks to run their county governments. This coincides with the national trend: today more than 2,000 blacks hold elected public office, the vast majority having been elected in the past four years. Another thousand blacks hold important appointive public office as well.

The rate of change is substantially greater than that which we anticipated a few years ago. In very real terms, this acquisition of power constitutes a peaceful, meaningful, revolution. But this optimistic picture must be tempered by the consequences of success: the burden of delivering, of producing concrete achievements in a short period of time, falls heavily upon black office holders. White Americans, and many blacks for that matter, expect more faster from black office holders.

(continued on back)

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In a nutshell, the problem boils down to skills and resources, the two things which newly-elected black officials most lack. Already SEDFRE finds itself overwhelmed with the pleas for both. With the anticipated increase in their numbers in the two years ahead, SEDFRE must somehow find increased resources to meet this challenge. We hope that you, who have given so generously in the past to our work, will renew your support and even consider an increase this year. A great deal depends on it, including the faith of those blacks in the Deep South who have struggled so hard against incredible hardship to make the system work for them and for all of us.

Sincerely,

Marvin Rich

Marvin Rich
President

Enclosure

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June 7, 1971

Dear Friend:

After decades of struggle to win the freedom guaranteed by our Constitution, we black Americans are finally "getting our thing together" in community after community. I refer specifically to the systematic use of the ballot box as a key tool for social change.

It is not just that black Americans--and other minorities--are now wielding their votes to improve the system. Even more is happening: black men and women are seeking elective office in growing numbers--and winning.

The tempo of political change has so quickened that more then 3,000 blacks today hold public offices. In a brief few years Carl Stokes of Cleveland has been joined as mayor of a large city by Richard Hatcher in Gary and Kenneth Gibson in Newark. Hundreds of our brothers and sisters have assumed a wide variety of posts during this period, including four Alabama sheriffs and scores of local school board members.

Success at the polls is only the beginning of the story: it opens up a whole box of new challenges and problems. Each of us comes to office with little past experience and few helpful contacts. We need, ask for, and get practical aid in the art of governing. One of the most capable and reliable sources of such help is SEDFRE--the Scholarship, Education and Defense Fund for Racial Equality. For almost three years, it has been conducting a useful and creative program offering training and technical assistance to newly elected officials. During that time, the total number of minority-group victors greatly exceeded all expectations. Needs have far outstripped the resources of SEDFRE to serve the new elected leaders.

Among the new breed of black elected officials, SEDFRE is highly valued and respected. Its dedicated young staff has been indispensable in helping make the transition from the old status quo to the new era of reform and social sensitivity. As the enclosed brochure details, SEDFRE's programs are far-flung and intelligently executed, whether they be among ghetto blacks in Newark or rural blacks in Fayette, Miss. The common denominator is the universal drive among all American minorities to telescope the acquisition of skills and experience so that significant changes can be made peacefully--before despair leads to further violence.

We in America are in a race against time. SEDFRE can be a vital force in winning that race. The current economic decline has blunted SEDFRE's momentum. More than ever, it needs your most generous support. I know I speak for most black Americans who want to make the system work when I urge you to give today as much as you can to SEDFRE. Tomorrow may be too late.

Sincerely,

James Farmer

scholarship, education and defense fund for racial equality, inc. 164 madison avenue, new york, n. y. 10016 (212) 532-8216

SEDFRE

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ■ 164 MADISON AVENUE, NEW YORK, N.Y. 10016 ■ (212) 532-8216

June 14, 1971

Dear Friend:

After decades of struggle to win the freedom guaranteed by our Constitution, we black Americans are finally "getting our thing together" in community after community. I refer specifically to the systematic use of the ballot box as a key tool for social change.

It is not just that black Americans--and other minorities--are now wielding their votes to improve the system. Even more is happening: black men and women are seeking elective office in growing numbers--and winning.

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Sincerely,

James Farmer

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October 4, 1971

Dear Friend:

Two facts of overwhelming importance have emerged in the past year which underline the urgency of SEDFRE's mission:

1) More than two thousand blacks have been elected to public office across the nation, most within the past three years; and

2) According to the 1970 census, 102 counties in the Deep South have black majorities (see enclosure) while more and more non-Southern cities are becoming predominantly black.

The first fact underscores the historic and unprecedented emergence of black and other minority awareness and involvement in the political process as a major means of liberation from past and present injustices.

The second fact emphasizes the vast potential for further progress via the ballot box. Today only one county--Greene--in Alabama has a black government. With some 200 blacks running for public office in Mississippi's November elections, mostly from the state's 21 predominantly black counties, we anticipate several new black-run county governments. Within a few years, dozens more will join them.

Today such major cities as Newark, Gary and Cleveland have black mayors. Gary's Mayor--Richard Hatcher--is expected to attain reelection in November. There is a better-than-even chance that Baltimore--the nation's seventh largest city--will elect a black mayor this month. In its next election, Atlanta will almost certainly join this growing circle. Many smaller cities, such as Compton, California, Chapel Hill, North Carolina, and Fayette, Mississippi, already have black mayors. And, for the first time in history, a black man--Charles Evers--is running for Governor of Mississippi.

These hard facts reveal an irreversible trend--at least in those areas where blacks constitute a majority, they can be expected to consolidate their political power in the tradition of most American ethnic groups by electing more blacks to public office.

But these are the very same Americans who have been denied most of the benefits of the American system for three hundred years. They have been deprived of the experience and know-how vital to conducting a government--be it local or state. For four years, SEDFRE has helped to fill this breech with its rapidly-growing Technical Assistance Program to newly-elected black officials. But the tempo of change, in terms of the numbers of blacks achieving public office, has outraced our resources.

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scholarship, education and defense fund for racial equality, inc. 315 seventh avenue, new york, n. y. 10001 (212) 741-0800

For more than a year, we have been forced to postpone our sorely-needed services to many newly-elected officials, simply because of inadequate resources. While hundreds of new officials have benefited from SEDFRE's help, far larger numbers are "waiting their turn" in the hope that we can expand our staff, equipment and funds.

As a loyal and regular supporter of SEDFRE, you will be among the first to recognize the critical importance of this work. I can only hope that, despite the recession, you can find your way clear towards contributing once more--and as generously as possible--to this important effort to accelerate the movement towards full freedom for all Americans.

Sincerely,

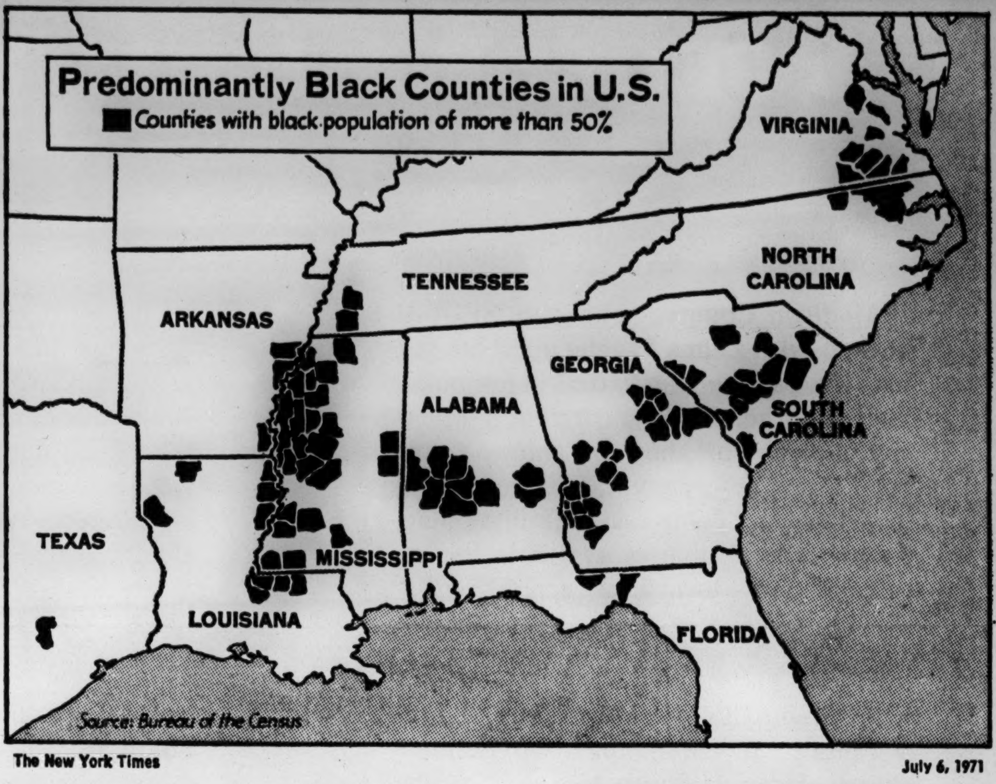
Marvin Rich

Marvin Rich
President

Black Political Potential in South Shown

By **PAUL DELANEY**

Special to The New York Times



Source: Bureau of the Census

The New York Times

July 6, 1971

WASHINGTON, July 5—The Bureau of the Census released today data that reaffirm the immense potential political power of Negroes in the South.

The latest findings, drawn from the 1970 census, show that 102 counties in the nation are at least 50 per cent black, all of them in 11 Southern states. The states are Virginia, North and South Carolina, Florida, Georgia, Tennessee, Alabama, Arkansas, Mississippi, Louisiana and Texas.

The list of the 102 counties did not change over the period between 1960 and 1970. All but three of the counties lost percentage points — some as much as 10 points—indicating that Negroes were still leaving the South, as the Census Bureau previously reported.

However, in the context of the greatly improved political climate for Negroes since 1960, a census official said, "the political potential for blacks is tremendous." That potential can be seen in the fact that more than 200 blacks are running for office in Mississippi this year.

The data also show a dramatic increase in the number of cities where Negroes constitute at least 50 per cent of the population. In 1960, only three cities with populations of at least 25,000 were 50 per cent or more black. They were the District of Columbia, Charleston, S. C., and Bessemer, Ala. Today the total is 16, most of which are small cities.

The 102 counties that are predominantly Negro form a band stretching from south Virginia to Louisiana. Only one county in Texas, Waller, is predominantly Negro, while two in Tennessee and Florida, three in Arkansas and nine in Louisiana are mostly black.

Thus, the heaviest concentration of predominantly Negro counties form what has been referred to as the historical Black Belt across South Carolina, Georgia, Alabama and Mississippi from 2,362 in Webster County, Ga.—1,379 blacks, or 58.4 per cent—to Dinwiddle County, Va., where there are 31,325 Negroes of a total 61,149, or 52.7 per cent.

The figures showed almost a total absence of predominantly Negro counties outside the South. Several small counties in Maryland and Delaware were around the 50 per cent figure. A few counties in the North, notably Philadlephia County (coextensive with the city of Philadelphia), and Essex County, N. J., had percentages near 50 per cent.

The 16 cities with predominantly black populations were Willow Brook, Calif., 82.3 per cent; Westmont, Calif., 80.6; Washington, 71.1; Compton. Calif., 71; East St. Louis, Ill., 69.1; East Cleveland, Ohio. 58.6; Florence-Graham, Calif., 56; Highland Park, Mich., 55.3; Petersburg, Va., 55.2; Newark, 54.2; East Orange, N. J., 53.1; Gary, Ind., 52.8; Bessemer, Ala., 52.2; Greenville, Miss., 52; Atlanta, 51.3, and Prichard, Ala., 50.5.

The most dramatic increase over the 10 years was in East Cleveland. In 1960, East Cleveland was 2.1 per cent Negro. Today, 23,196 of its 39,600 residents are black, or 58.1 per cent.

Washington and Atlanta were the only two major cities with predominantly black populations. Others with high proportions of Negroes included Baltimore, 46.4; New Orleans, 45; Detroit, 43.7; St. Louis, 40.9, and Cleveland, 38.3.

New York City was still far ahead of others in over-all total of Negroes, with 1,666,636, or 21.2 per cent. Chicago followed, with 1,102,620, or 32.7 per cent. Detroit replaced Philadelphia for third place, with 660,428 to Philadelphia's 653,791.

Other census studies have shown that nearly half the Negro population is concentrated in 50 cities, with a third of the total in 15 cities. They also have disclosed that Southern blacks continued their migration North in the nineteen sixties at nearly the same high level of the two previous decades.

The absence of Charleston from the list of predominantly Negro cities is indicative of the outmigration of blacks from the South. The city was 50.8 per cent Negro in 1960 and 45.2 per cent in 1970.

How SEDFRE helps freedom grow at the grass roots

In *Madison County, Louisiana*, SEDFRE worked with Zelma Wyche upon his taking office as the state's first black police chief: first helping him conduct a police-community workshop for himself and the 12 law-enforcement officers in his department . . . later assisting him to apply for federal monies available for improvements in local law enforcement.

In *Jefferson County, Mississippi*, a 1969 Workshop in Municipal Government kicked off an in-depth technical assistance program to Mayor Charles Evers and the 21 black officials voted into city and county posts. SEDFRE has helped to bring three new industries to town; to set up the county improvement corporation; to prepare a variety of grant proposals. Among those which have been shepherded through Atlanta and Washington channels to success are: a two-county comprehensive services program; manpower training programs; planning grants from the Economic Development Administration.

In scores of small communities throughout *South Carolina, Alabama, Florida, Georgia and Mississippi*, SEDFRE has been working with local community leaders through voter leagues, farming co-ops, credit unions, boards of education, giving to the very people who will be the elected leadership of the near future, some first hand taste of the practical help SEDFRE offers.

In *Beaufort and Jasper Counties, South Carolina*, SEDFRE over the past three years has worked intensively with the first wave of elected black officials, with school board members and, most recently, with members of the Board and Council of a new two-county comprehensive Health Services Center.

In *Greene County, Alabama*, the all-black Board of Commissioners invited SEDFRE to aid with training and technical assistance. As of August 1971, SEDFRE had helped county officials secure: two new industries (a garment manufacturing plant and a car wash); two privately funded community programs (Junior Deputies education and action, Voter registration and education); plus eight federally funded programs providing medical services, food stamps, "venture analysis" of a modular home factory, two Neighborhood Youth Corps programs, a summer program for high school students, an early childhood development program and a credit union for county and school board employees.

In *Newark, New Jersey, Baltimore, Maryland, and Gary, Indiana*, (three mostly black big cities), SEDFRE has trained Federal-agency staff and citizen leaders around the nuts-and-bolts operation of effective citizen participation in Model Cities programs.

SEDFRE

SCHOLARSHIP, EDUCATION AND
DEFENSE FUND FOR RACIAL EQUALITY INC.
315 SEVENTH AVE., NEW YORK, N.Y. 10016

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November 12, 1971

Dear Miss Woodmansee:

Anticipating trends, SEDFRE in 1969 launched a pioneering program of technical assistance to Newly Elected Black Officials. It wasn't a moment too soon. The facts are catching up and outpacing our efforts to be on hand with the tools people need at the moment they are ready to use them.

> Fact 1: More than 3,000 blacks have been elected or appointed to public office across the nation: sheriffs, mayors, school board officials, county commissioners, city aldermen, town clerks, justices of the peace.
>
> Fact 2: The 1970 Census showed a total of 102 counties in the south have black majorities (see enclosure), while more and more cities in the north and south are becoming predominantly black in population.

The emergence of black awareness and involvement in the political process is a major means of liberation from past and present injustices. Today, only one county--Greene County, Alabama--has a black government. Within a few years dozens more will join Greene County.

Elections set the stage for the kinds of changes that count. It takes time, effort and planning to insure that a change-over in political control brings an improvement in the way people live. To secure paved streets, running water, recreational facilities, jobs and homes, takes expertise and the imaginative use of a wide variety of resources. This is where SEDFRE plays its crucial role.

SEDFRE starts by bringing in outside experts, like economists who can do feasibility studies, experts in budgeting who can teach people to analyze budget sheets, and ask the kinds of questions that spell intelligent fiscal control. SEDFRE seminars for school board members develop skills and information in federal funding and budgeting, curriculum design, textbook selection and personnel, as well as innovative approaches to educational issues.

Broadly, SEDFRE's Technical Assistance Program adds to native wisdom the experience and expertise of others, develops a cadre of new leaders better able to use outside experts while becoming less dependent upon them.

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scholarship, education and defense fund for racial equality, inc. 315 seventh avenue, new york, n. y. 10001 (212) 741-0800

One of America's best hopes for the 1970's is the emergence of minority leaders skillful at turning their convictions into achievements for the communities they represent.

The tempo of change, in terms of the numbers of blacks achieving public office, has outraced our resources. Too many new officials are "waiting their turn" in the hope that we can expand our staff and program to meet their needs. They have been waiting too long.

I hope that you will find your way clear toward contributing--as generously as possible--to this important effort to accelerate the movement toward full freedom for all Americans.

Sincerely,

Marvin Rich

Marvin Rich
President

Enclosures

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November 29, 1971

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Dear Friend:

The citizens of Greene County, Alabama, are among the poorest of our nation's poor. Blacks comprise three-fourths of the county's population and, considering the oppression we have suffered since slavery, it is no surprise that blacks account for 85 percent of the county's poor. Nine out of every ten black families live--perhaps "survive" is a better word--in dilapidated shacks without decent plumbing or sewers.

Greene County is typical of hundreds of counties across the South. However, at least 102 of them, including Greene, have a black majority. What distinguishes Greene from the rest is that the black majority has "gotten itself together" in the past two years to elect black county officials, including the county commissioners, sheriff, school board and probate judge.

Thus, for the first time, the black and the poor of that Alabama county have a government pledged to promote constructive change through the political process. The recently elected black officials are extraordinarily able and energetic men and women but they have had very little experience in running a government. Thus, since the first groups took office in August, 1969, SEDFRE has been providing invaluable technical assistance and training. SEDFRE's work has covered public housing, education, industrial development and leadership training. Slowly but persistently, with their newly-acquired skills and confidence, the black public officials are changing the system in Greene County, as the enclosed articles from The Christian Science Monitor reveal.

Since these articles were written, with SEDFRE's help, there have been a number of breakthroughs. Five grants have been secured from OEO to provide jobs and training for the young, medical services for the poor and planning for a possible new industry. The Department of Health, Education and Welfare has made a grant to the school system and other applications are pending.

Within the next two years, SEDFRE expects that a dozen or more predominantly-black counties in the South will elect blacks to run their county governments. This coincides with the national trend: today more than 2,000 blacks hold elected public office, the vast majority having been elected in the past four years. Another thousand blacks hold important appointive public office as well.

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The rate of change is substantially greater than that which we anticipated a few years ago. In very real terms, this acquisition of power constitutes a peaceful, meaningful revolution. But this optimistic picture must be tempered by the consequences of success: the burden of delivering, of producing concrete achievements in a short period of time, falls heavily upon black officeholders. White Americans, and many blacks for that matter, expect more faster from black officeholders.

In a nutshell, the problem boils down to training and resources, the two things which newly-elected black officials need most. Already SEDFRE finds itself overwhelmed with the pleas for both. With the anticipated increase in their numbers in the two years ahead, SEDFRE must somehow find increased resources to meet this challenge. We hope that you will contribute all you can. A great deal depends on it, including the faith of those blacks in the Deep South who have struggled so long against incredible hardship to make the system work for them and for all of us.

Sincerely,

James Farmer

James Farmer

Enclosure

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December 8, 1971

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Dear Mrs. Woodmansee:

Traditionally, a Christmas appeal attempts to dramatize the needs of a hungry or sick child.

This is not a traditional Christmas appeal, because SEDFRE believes that the best way to help a hungry child meaningfully is by changing the system which produced his poverty, not by providing a few decent meals in an otherwise bleak and hopeless environment.

A good example is SEDFRE's work in Beaufort and Jasper Counties, South Carolina, where our fellow Americans, for the most part black, are barely subsisting amidst some of our nation's extreme poverty. Two years ago SEDFRE staff trainers began helping local blacks learn the techniques of organizing to solve their most fundamental problems. Last month, that effort began to pay off with the installation of the first safe, sanitary drinking water supply ever used by many of the local people.

Now, most Americans take such basic amenities for granted. But the fact is that the blacks of Beaufort/Jasper have been suffering from a variety of intestinal diseases directly related to the pollution of their own drinking water as a result of primitive sanitation.

SEDFRE helped to mobilize the local and federal resources available so that new wells are being drilled throughout the area and, in many cases, indoor bathrooms are being added as well.

Today Karen Green, 1½, and her sister Jeanie, 3, are hardly aware of the difference it will make to them now that a new faucet brings fresh water directly to their front door. But for the two Green youngsters, life has begun to hold almost unlimited promise because, for the first time, they have been freed from the bondage of chronic disease. That is a small start, but a start of incalculable importance.

In another part of the Deep South, SEDFRE has worked for two years (since blacks were elected to govern Greene County, Alabama) to attract jobs to that pitifully poor community. Today, 40 women, mostly from the ranks of the hard-core unemployed, are gainfully employed at a new Levi Strauss blue jean plant whose monthly payroll is $10,000. Another new plant producing nursing equipment will open shortly to employ 25 workers. All of these newly employed men and women will be earning four or five times the amount they received from welfare or from seasonal and part-time work. Again, their children will no longer face the bleakness of a hungry Christmas again.

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It is SEDFRE's contention that this is the way to feed a hungry child, or heal a sick youngster. The traditional Christmas turkey feeds a family for one meal. The skills and resources which produce a job in dignity for a man or woman translate into food for every meal, not to mention the self-respect and hope that a decent job generates.

An old proverb said it well: "If you give me food, I eat but a meal. If you teach me how to fish I can take care of myself for the rest of my life." The application of that adage is behind SEDFRE's program. If you agree with us, I hope you will contribute again today as generously as you can. In this way you can help us to apply the spirit behind Christmas every month of the year.

Sincerely,

Julian Bond

Julian Bond

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March 10, 1972

Dear Friend:

Would you believe that SEDFRE is soon to be ten years old?

It's hard for me to realize that my close colleagues of the '60s have been training for constructive change in this nation for an entire decade. The greatest wonder is to find the same spark of commitment and determination igniting a group grown tenfold in staff and service.

When SEDFRE opened its shop, the main training task was around helping people assert their rights more effectively: to win the vote, to register, to develop and elect leaders, to make public bodies responsive to the real needs of the people they were set up to serve.

Now ten years later, SEDFRE concentrates on helping people use the considerable powers of leadership they possess in skillful and fully accountable ways.

The constant spark is the idea and practice of community change and development. To SEDFRE, change means a progressive movement toward self-reliance. The step-by-step process this philosophy implies may often be less dramatic than some alternatives. Less dramatic...but often more meaningful in terms of improvements in everyday living.

The press toward self-reliance is illustrated in many of the locales where SEDFRE programs are now actively under way:

- In Fayette, Mississippi, where several new factories have gone up (and so had new home construction, auto sales and the collection of city sales taxes);
- In New England, where parents of children in Head Start classes are being trained to plan and operate more effective programs for their children, families and communities;
- In Beaufort County, S.C., where a comprehensive health service is digging wells for improverished families as a means of breaking the cycle of poor sewage/poor water/poor health;

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- In Newark, where neighborhood youth, through the Youth Services Agency, are creating and running innovative programs of cultural, social and community education;

- In Greene County, Alabama, where the nation's first all-black government attracted its first factory, with a monthly payroll of $10,000.

The accompanying annual report gives evidence of these and other tangible changes in people's lives - changes which herald a new phase of the civil rights movement itself. As I indicated earlier, there has been a shift from community activism outside the system to taking a hand in running a community development corporation, a school system or a municipality.

As policy-makers and policy implementers, elected and appointed leaders are in a position to make real changes in the way their neighbors live. But to do so effectively takes skills. Providing the varied and specific skills people need is what SEDFRE is all about. This non-profit training and technical assistance arm of the civil rights and community development movements offers a real wealth of expertise and experience as it enters its second decade.

Just how is SEDFRE helping others toward self-reliance?

- By conducting workshops that focus on: setting goals and priorities, learning how to run an organization, or finding, out about the laws and guidelines governing anti-poverty projects;

- By distributing materials based on SEDFRE's experience so that others may become adept at: problem solving, applying for grants or being an effective board member;

- By developing a network of knowledgeable resource people to call on when a problem calls for specialized expertise.

Ten years of growth for SEDFRE means a bigger budget too. But there is another side of the coin: last year SEDFRE operated at a deficit of $63,000.

An organization like SEDFRE must go out on a limb, weighing important needs against its ledger, counting on the support of those who share its commitments and hopes for the future.

You've helped in the past. As SEDFRE enters its second decade, it needs and deserves your support more than ever.

Give as much as you can, today. We shall all be the better for it.

Sincerely,

James Farmer

sedfre

Nils Douglas
Chairman of the Board
Andrew E. Norman
Chairman of the Executive Committee
Marvin Rich
President
William S. Ellis
Nannette Sachs
Vice Presidents
Ezra Levin
Secretary
Shelley Appleton
Treasurer
Ronnie Moore
Executive Director
David Helper
Ass't. Executive Director
Shirley Bryant
Education & Health Director
Andres Flores
Director of Housing
Kenny Johnson
Economic Development Director
Suzie Waldman
Program Services Director

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May 23, 1972

Dear Friend:

There are now some 102 counties in the rural South where more than a million blacks constitute the majority of the population. In the next few years, blacks will achieve political control in many of these counties.

The residents of these counties are among the poorest of the nation. They are hungry; chronically ill, inadequately housed; poorly clothed; badly educated. They die young. The counties are in a state of advanced decay. For years both whites and blacks have been fleeing these economically depressed areas in search of work and a better life. Social service institutions, such as schools and hospitals, either have never been developed or have been financially starved.

Only new jobs can stem the flow of out-migration and provide resources for the improvement of community services that give hope to the population. SEDFRE is moving vigorously to meet the urgent need for jobs and services.

Throughout the past decade SEDFRE has been working closely with local leaders. Our training programs have taught new skills, such as identifying problems, setting priorities, determining goals, and developing alternate strategies.

SEDFRE has cooperated with newly elected officials to establish economic development corporations (EDC's), as well as to procure government and foundation grants to fund immediate and long-range social needs. Also, SEDFRE has helped to secure new private industries which provide jobs and spending. This meshing of foundation, government and industrial help to improve social services while creating jobs has been succeeding in Fayette, Mississippi and Greene County, Alabama.

For example, Greene County, Alabama is the fifth poorest county in America. Its 11,000 residents have a median family income of $1,400 per year. But with SEDFRE's help things are changing.

-continued-

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scholarship, education and defense fund for racial equality, inc. 315 seventh avenue, new york, n. y. 10001 (212) 741-0800

In May we received federal approval of a summer training program that will employ 112 high school and college age youths in such skills as teacher assistants, clerical workers, medical workers. We have helped secure funds for graduate school training of ninety public school teachers. Other programs call for public housing construction and improved law enforcement.

Private industry is expanding slowly. The Levi Straus factory in Greene County has increased its work force from the original 39 to 73. We believe that the work force will continue to grow. The newer Fibro Products plant has opened its doors and the first 12 trainees have been employed at wages ranging from $2.25 to $4.50 per hour. Remember that the median family income in the county was $1,400 only two years ago.

These changes are hopeful signs of what can be done. To fully support the newly elected officials who turn to us for assistance takes commitment, ability and money. Our staff and network of resource people provide the commitment and ability.

We must turn to our friends for the money. Won't you write your check today. Make it as large as you can -- in keeping with the need and the opportunity.

Sincerely,

Ronnie M. Moore

Ronnie M. Moore
Executive Director

RMM:mws

sedfre

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Dear Friend:

Self-Reliance. A wondrous concept. Shakespeare put it this way: "So every bondman in his own hand bears the power to cancel his captivity." And the Rev. Dr. Martin Luther King, Jr., phrased it for our century: "Working together, cooperating together, black and white together, we will be able to speed up the day when all of God's children will be able to join hands."

Basic to this concept is the idea of action – "*do* what lies clearly at hand," Thomas Carlyle advised. Throughout the ages, the message rings clear: things do not change; we change them. And in 10 years, SEDFRE has established itself as a key agent of change in this nation.

Change, to us, means a progressive movement towards self-reliance. The step-by-step process we support may often be less dramatic than the alternative of protest. Less dramatic, but often more meaningful. The press toward self-reliance is illustrated in many of the locales where SEDFRE has been active in the past decade:

- In Fayette, Mississippi, where several new factories have gone up (and so has new home construction, auto sales and the collection of city sales taxes);
- In New York City, where tenement dwellers are organizing to purchase their buildings and run them cooperatively;
- In Beaufort County, S.C., where a comprehensive health service is digging wells for impoverished families as a means of breaking the cycle of poor sewage/poor water/poor health;
- In Newark, where the Model Cities Corporation is unifying professional planners and community people to define their relationship, outline its limitations and explore its potential;
- In Greene County, Alabama, where the nation's first all-black government attracted its first factory, with a monthly payroll of $10,000.

Continued . . .

scholarship, education and defense fund for racial equality, inc. 315 seventh avenue, new york, n. y. 10001 (212) 741-0800

The accompanying brochure gives pictorial evidence of these and other tangible changes in people's lives — changes which herald a new phase of the civil rights movement itself. As I indicated earlier, there has been a shift from community activism outside the system to taking a hand in running a community development corporation, a school system or a municipality.

People are working to "cancel" their own "captivity." But to do so effectively takes skills. Providing the varied and specific skills people need is what SEDFRE is all about. This non-profit training and technical assistance arm of the civil rights and community development movements offers a real wealth of expertise and experience as it enters its second decade.

Just how does SEDFRE help others toward self-reliance?

- By conducting workshops that focus on: setting goals and priorities, learning how to run an organization, or finding out about the laws and guidelines governing anti-poverty projects;
- By distributing materials based on SEDFRE's experience so that others may become adept at: problem solving, applying for grants or being an effective board member;
- By developing a network of knowledgeable resource people to call on when a problem arises outside our own fields of expertise.

SEDFRE does "what lies clearly at hand." It helps others take the constructive steps toward self-reliance. It needs, and deserves, your support. Give as much as you can, today. We shall all be the better for it.

Sincerely,

James Farmer

SEDFRE

10 Years of Building Self Reliance

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 315 SEVENTH AVENUE, NEW YORK, N.Y. 10001 ▪ (212) 741-0800

December, 1972

Dear Friend:

You will be pleased to hear that the work SEDFRE began three years ago in Greene County, Alabama is beginning to bear fruit. As you may recall, we had chosen that poverty-stricken county for a prototype economic development effort.

The challenge there was to reverse economic and social trends. For instance, Greene County is the poorest in Alabama. In 1960, per capita income was only 1/3 that of the nation. Poverty has meant that the county has been losing 3,000 people each decade. For years the more impatient high school graduates catch the afternoon bus to the north to seek hoped-for jobs after attending graduation ceremonies in the morning.

SEDFRE has helped the newly elected black office-holders in the County to develop programs which would provide:

1. immediate assistance in dealing with some of the worst symptoms of poverty, and
2. an aggressive industrial location policy which would secure jobs over the long haul.

An Economic Development Commission was set up and application made for a number of governmental grants. The success has been remarkable. Programs to provide better health care, better nutrition, sanitation and police protection have been funded.

Further, more than 150 jobs have been created by the new Levi Strauss garment factory, a trucking firm and a number of small locally initiated companies.

With SEDFRE's assistance the Commission prepared a three-year economic development plan for the County. This calls for an integrated approach to existing county and federal agencies at the local level and in Washington. In October, SEDFRE initiated a meeting of representatives of Labor and of Commerce. We have asked the Office of Management and Budget to appoint a

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coordinator of federal grants for the County. This would shorten the time usually required to move proposals through the bureaucratic maze and also help assure that each step of the county's struggle toward economic self-suffiency will be buttressed by other related steps.

Based on this experience, we have been in discussion with leaders in Uniontown, Alabama; Gretna, Florida; and, Surry County, Virginia about ways in which SEDFRE might help them, too. Our current budget for economic development is $256,000 covering staff, travel, technical consultants and other expenses.

Your contribution can help assure that this forward movement is maintained. As the majority black counties of the South change political control we have the opportunity to show that with the help of all of us, economic conditions can be improved, that systems can be made to work.

Please send your check now. It is one of the best ways of helping others to help themselves. The potential is there and you can help SEDFRE see that it is fully realized.

Sincerely,

Ronnie M. Moore

Ronnie M. Moore
Executive Director

Report on Progress
Greene County, Alabama

SEDFRE
December, 1972

When the new County administration took office in 1968 and the election of 1970 secured an all-black government, priorities were re-assessed and outside advisors and funds were sought.

These early efforts fall under two headings: service programs for some of the worst symptoms of poverty, and an aggressive industrial location policy to start undercutting the cause of these symptoms.

Among the successful service programs are the following:

. An initial one-year grant of $30,000 from O.E.O. for a General Medical Services Program to hire a doctor, receptionist, and four outreach workers for low-income patients.

. A food stamp program funded by O.E.O. for $30,000 on an experimental basis.

. Several grants totalling well over $100,000 have been received by the Greene County Board of Education.

. The Greene County Housing Authority has received sufficient funds to build 250 low-cost housing units. Fifty are under construction and 200 units, sponsored by the National Council of Negro Women, have been approved. A $12,000 loan has been received from HUD for administrative expenses; $90,000 further has been committed, and further funding requests for the project are in process.

. O.E.O. granted $11,000 for an Emergency Relief Program to employ several Vietnam veterans in the Department of Sanitation.

. In 1971 and 1972, grants from the U.S. Department of Labor, totalling more than $60,000, funded several Neighborhood Youth Corps job-training programs for high school age youngsters. Some of the jobs were in County Public Works and in paraprofessional work in the school system.

. $97,000 was received from a variety of sources to hire Junior Deputies to extend the Sheriff's services throughout the County.

. The Voter Education Project in Atlanta donated $3,000 for an 11-week voter registration program in the County.

While the above programs have the chief aim of providing services previously lacking, they also have the advantage of providing some new government jobs and construction jobs. However, the former are too few and the latter too temporary to be a real solution to the County's unemployment problem. Therefore, actions were taken to bring in industrial development:

. EDA granted $67,000 in 1968 to build utilities to a new industrial park in Eutaw, the County seat. As a result of this grant, a few industries have decided to locate there.

. The Winchester Carton Company moved to the industrial park, thanks to SBA funds. It now employs about 75 workers.

. In 1971, the Levi-Strauss Company located in temporary quarters in the County and is now building a new plant in the industrial park. It employs about 65 and hopes to be over 100 by 1973. Eventually, it may employ 400.

. The Presbyterian Church provided the Economic Development Council with $77,000 for general support.

. The Lutheran Church in America provided the Economic Development Council with $10,000 for bookkeeping and printing expenses. The Campaign for Human Development provided $10,000 for start-up money for plant location.

. A locally owned company, the Unique Brothers Manufacturing and Sales Corporation, expanded to 13 workers with the aid of a loan from the Greene County Economic Development Council, Inc.

. The Hall Brothers Trucking Company located in the County, initially employing 3 and hoping to employ 15 - 20 within a few months.

. O.E.O. granted $59,000 to the National Urban League to develop feasible plans for placing a modular home building company, the Black Belt Construction Company, in Greene County. So far the plans cannot be implemented because of the lack of funds for start-up costs, but if these can be obtained the company could eventually employ as many as 350. A proposal is pending before EDA.

. In 1971, the County purchased a second tract of land for a 109-acre industrial park near Boligee, the County's only other incorporated town.

. EDA provided $28,000 for technical assistance.

. The U.S. Office of Minority Business Enterprise has approved a proposal to provide $75,000 for the assistance of small businesses in a 5-county area including Greene County.

These initial successes bear witness that Greene County's leaders have shown three abilities: running the normal services of government; obtaining service programs; and, securing economic development. In spite of the inevitable problems and growing pains, the County has shown that it can marshal the forces that will one day reverse the conditions that created its history of poverty.

Scholarship, Education and Defense Fund for Racial Equality, Inc.

JULIAN BOND
Representative, District 111
162 Euharlee Street, S.W.
Atlanta, Georgia 30314

COMMITTEES
EDUCATION
School Buildings & Supplies
INSURANCE
Fire, Casualty & Allied Lines
STATE INSTITUTIONS & PROPERTY

The House of Representatives
Atlanta, Georgia

Dear Friend:

Meeting voters' real economic and social needs, black and white, is the crucial test for continuing in office.

I really believe that. That's the way it is and that is the way it ought to be. For a newly elected black official those first few months are lonely and frightening. I know. When I was first elected to the Georgia State Legislature, I had high hopes for constructive change but real doubts, too. Would I learn the ropes? Would I be effective? Would I be able to deliver the goods?

Now, there are more than 900 black elected officials in the South. Like me, they have their hopes and doubts. But there's a difference. Now there is an organization -- SEDFRE -- that is providing leadership training and technical assistance to many of these new officials. Please read the enclosed reprint from The Progressive which describes the work of SEDFRE in greater detail.

SEDFRE's quiet, behind-the-headlines work has helped black officials who have been denied the preparatory training that majority candidates enjoy. They are learning the skills and techniques so necessary to success. This practical help and guidance has already created a dynamic cadre of better-trained, more competent city, county and state officials than most rural and small town areas ever before had, black or white.

> But we're only barely mid-way in this effort. The next step must be economic reconstruction of poverty-stricken rural areas and cities that have been slowly decaying over the past century. Here, too, SEDFRE is taking the lead, working closely with communities to set up economic development corporations to coordinate and focus government programs, foundation grants and industrial projects in these blighted areas. One hoped for result will be the creation of new jobs and a firm economic base.

Already, SEDFRE programs in six counties in Mississippi, Alabama and Virginia have proved that this economic reconstruction can work. Federal programs are improving health and schools. New industries are providing jobs and income. For the first time in decades, most high school graduates are remaining in these communities rather than moving North.

We still have a long way to go . . . . .potentially over 100 counties with a total population of 1,000,000 should be helped . . . . But we won't get there without your support. It takes money to spread ideas, to develop skills, to convince government and industry, to train leaders.

Please send SEDFRE your check today.

Sincerely,

Julian Bond

Julian Bond

The growth of black political strength is evidenced both by census data and by the new tone of white candidates' campaigns. Some 102 counties, all of them in eleven Southern states, are now at least half black. As a census official put it, "The political potential for blacks is tremendous." The direct appeal of white candidates to the black voters in the Deep South last fall, and the near-total absence of racist rhetoric even in rural strongholds, are new phenomena emerging in response to a new potential. But realizing the potential is going to take all the techniques available from the behavioral scientists to build strong local organizations and develop effective local leaders.

Blacks now know even better than majority candidates that getting elected is only half the battle. Delivering the goods and services to the voters, black and white, is the test for continuing in office.

Take as an example black school board membership. Almost unnoticed, blacks have moved into these local centers of power and brought about real change. There are now some 684 black school board members in the nation, out of a total of 135,000. About 195 are from eleven Southern states. Four years ago there were 125 black board members. These men and women, on both all-black and interracial boards of education, often deal with budgets larger than any other enterprise in town. Through their positions they can directly affect the education of all children in their area. In just the past few years, the number of black superintendents of schools has risen from two to thirty-three. SEDFRE has worked with these black school board members and administrators in a Southern seminar in 1967, a national conference in 1969, and a series of statewide workshops in 1970 and 1971, developing in them the skills needed to run the schools.

The results of these seminars, which continue to be conducted in different parts of the country, are hard to overestimate. Minority-group leaders—because of their increased knowledgeability—have proved a stimulus for action in securing increased funds for needed school programs serving needy children of all races. In Wilmington, Delaware, for instance, participants in a seminar session on Title I programs made immediate use of the information gained from specialist consultants. They drew up a long list of specific recommendations for the Delaware schools on Title I opportunities. Within months, they were astonished to learn that favorable action had come through on their list. In virtually every state where these workshops have been held, Title I sessions have led to some concrete action, and often to considerable new funding of programs for disadvantaged children.

Changes in curriculum have gone far beyond those one would expect, such as the institution of black studies programs. Changes in teacher attitudes have come about as free and open discussion of policies and programs was encouraged in the board members' communities. Accountability has been built into school systems.

This same need for information and skills exists for the blacks moving into such posts as sheriff, alderman, mayor, state legislator, and magistrate. Skill development sessions sponsored by national organizations and willingness of both black and white experts to help on the job have already begun to create a sophisticated corps of black officials that the whites will be hard pressed to match. For with help, the black officials are doing what every officeholder knows the voter wants—giving intelligent attention paced to the voter's urgent needs.

Looking at only a few examples, the evidence indicates that black officials can bring about real changes that improve the lives of their constituents in such important areas as jobs, housing, food, health care, day-care centers, education, and job training.

Greene county, Alabama, and Jefferson county, Mississippi, serve as case histories for future action in decaying, poverty-stricken areas when leaders acquire the skills and technical assistance needed for planning, funding, and administration. Before examining the gains made to date, a frame of reference may provide perspective.

Jefferson county in Mississippi is the fourth poorest in the nation, with a median family income of slightly less than $1,400 for its 10,000 residents—of whom 7,500 are black. On July 4, 1969, a slate of twenty-two men and women were sworn into office in Fayette, the county seat and its only incorporated municipality. Blacks thus hold such important posts as mayor, alderman, election commissioner, constable, and town clerk. They do not, however, control the county government or the school board.

Close on its heels comes Greene county in Alabama. A median family income of slightly more than $1,400 makes this county, with 11,000 residents, the fifth poorest in America. As a result of the 1969 and 1970 elections, blacks—who comprise seventy-five per cent of the population there—now hold the countywide offices of probate judge and chairman of the county commission, all of the remaining four seats on the commission, sheriff, all five seats on the board of education, the county clerk, and coroner. Municipal offices in the county seat of Eutaw are still held by whites.

These income statistics may appear bleak; not so the outlook. Downward trends are being reversed. Look at just a few instances of what has been accomplished in a two-year period of government under determined black leadership:

- Sixteen new houses were built in Fayette (population 1626) in the past two years, ten more are under construction, and FHA loans have been approved for another fifty.
- Such construction means jobs. So do the new businesses brought into both Jefferson and Greene counties as the result of an economic development program designed and staffed with outside funding and consultation.
- Training programs have been started to teach skills to the two counties' residents, more than half of whom had been on welfare.
- Greene county's education budget now exceeds its welfare budget.
- Local business in Fayette is better than ever, a factor that has kept the whites from moving out of this county seat. Without a change in the tax rate, receipts from sales taxes have increased fivefold.

Ronnie Moore is executive director of the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE), and Marvin Rich is its president.

programs and jobs.

- Cooperatives are being started for food-buying and to help the small farmers.
- Streets in black neighborhoods have been paved and sidewalks put in.
- For the first time, a real garbage truck actually picks up garbage on a regular schedule.

What does it take to turn a place around? First is the realization of what an election is all about. Part of the answer lies in the technical assistance given by outside sources, and part lies in the growth of the local officials who learn how to master the intricacies of government and to turn the help given them to best use. Two weeks after the Fayette election in 1969, SEDFRE set up workshops and training sessions for the twenty-one new officials, headed by Mayor Charles Evers, in parliamentary procedure, budget analysis, and economic development. A blue-ribbon panel came in to identify the basic needs of the area, and a professional group made recommendations for economic development. A Philadelphia detective was brought in as director of public safety to train the new six-man police force. A SEDFRE staff member was lent fulltime to push economic development.

Private foundations and the Federal government have contributed seed money, but the local officials had to be trained in finding out what money was available, how to structure a proposal, and how to apply for a grant. Projects have been started not only in job training and health but in studying tax schedules, sewer needs, and water meter rates.

These intensive programs have not solved all of the myriad problems created by a century of neglect. The people in Jefferson and Greene counties are still poor, many still on welfare, still largely unskilled and unemployed, still ill-housed and ill-educated, still lacking the fundamentals of sanitation and health. But their city officials now have some experience, not only in local government but in the sophisticated techniques of weaving through channels of state and national government, corporations, and foundations.

This kind of leadership building has long been recognized as necessary by large corporations which send their executives off to month-long retreats for honing of such basic skills as problem-solving and communications. Such training is late in coming to the arenas of government, politics, and civil rights. But, late or not, it represents the new thrust of many national programs. The National Urban League, for example, is now putting new concentration on minority leadership development, police-community relations, and organization development for such groups as welfare rights and tenant groups. The NAACP now has a training department to increase the effectiveness of its largely volunteer staff. The Legal Defense Fund is working with newly elected minority school board members. The Friends (AFSC) assist local black elected officials, including those in Greene county, in a variety of ways. And the Congressional Black Caucus is reaching out to their colleagues on the local level—as evidenced by the conference called by the Caucus in November, 1971, and the economic development workshop run by the Caucus this past January.

SEDFRE currently concentrates on work with local tenant groups, community health councils, and Head Start parent advisory committees, work that involves improving listening skills, identifying and ranking problems, selecting strategies for reaching specific goals, formulating short-range and long-range campaigns, constructing programs to identify and train new leadership. The useful art of group dynamics has been taken over by minority groups intent on turning their new-

prehensive Health Service is a Federally-funded project run by local black citizens with the help of medical professionals. These inaccessible counties are ridden with disease, much of which is traceable to impure marshland water and the lack of a modern water system to guarantee pure water for human consumption.

Last spring, the thirty-four-member advisory council and the twelve-member board of directors of the project asked for help in determining their roles and in increasing their own effectiveness in the ultimate delivery of health care to the people they represent. SEDFRE held five weekend workshops, starting in April and continuing throughout the fall, on identifying problems, both in the community and in the organization's own structure, and in problem-solving. At one of these workshops, the problem of clean, sanitary water was raised.

With the help of a consultant, eight basic steps were identified, ranging from spotting houses on a map to paying the monthly electric bill. Then the participants analyzed and planned for follow-up activities. Using their problem-solving techniques, the staff and board determined the resources represented in their own group, additional ones needed, priority locations for pilot testing of a water system, and specific activities to be started immediately.

Clusters of at least three families living within a radius of 150 feet were located and a well dug to a minimum depth of 125 feet. Then the water was tested, and a one-horsepower pump was installed. Then pipes were laid to each house and outdoor faucets installed. To date, eighteen of these simple but effective water systems have been installed, and they serve from three to fourteen families each.

In addition to the triumph of bringing healthful water to a home that has never had it, the project now has a fulltime staff of five, plus twelve temporary employes. It is building privies for each family, and there is a training program to teach plumbing, carpentry, bricklaying, water sterilization, the collection and testing of water samples, and mosquito control. The Beaufort-Jasper project, minuscule by comparison with national projects, provides a concrete example of poor people learning the skills needed to effect change and beginning to carry the ball of progress themselves.

Stories about teaching a black school board member to read a budget or helping South Carolina backwoods blacks to tackle basic health problems rarely make the headlines, even in local papers. Instead, the press is more likely to concentrate on an election's results, as if that were the end of the story instead of the beginning. What happens after blacks take office, whether in city halls or in county posts or on boards of education, is the real story.

REPRINT FROM
THE PROGRESSIVE May, 1972

sedfre

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Chairman of the Executive Committee

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March, 1973

Dear Friend:

Andrew Hayden is the new mayor of Uniontown, Alabama, population 2,300. A coalition of poor whites and blacks gave him a winning margin of just over 100 votes. He is in his mid-forties, black, a building contractor, well educated with limited experience in public service.

One of Mayor Hayden's first steps after the election was to call upon SEDFRE for help. SEDFRE organized a panel of experts to assess the town's needs and make recommendations. That panel met in February and reports problems of:

- overspending by the previous administration
- lack of a planned budget
- a sewerage system with open drainage ditches, creating a severe health hazard
- inadequate housing (according to the 1970 census, 59% of the housing units are dilapidated)
- an urban renewal program designed primarily to benefit the merchants but not the general population.

The SEDFRE panel recommends that the new city administration develop a strategy that encompasses (1) doing a limited number of things quickly to demonstrate the possibility of progress and (2) planning and starting projects that will provide long term benefits for the town.

SEDFRE has already arranged for the development of a budget and the training of city officials in its use. In addition, we have recommended for immediate action:

- the expansion of the volunteer fire department (a needed service that can be provided cheaply);
- developing a police community relations program;
- establishing and sticking to a garbage pick-up schedule.

SEDFRE staff members have already begun to check out the possibilities of securing grants for improving sewers and other utilities. Efforts to secure funds for other needed services will follow as quickly as possible.

Uniontown is a small community, but what happens there is important both to its residents and to all of us who care about our people. SEDFRE plans to open an Atlanta office in order to more effectively serve the scores of other "Uniontowns" who need our help. When you support SEDFRE, you support this useful work.

Sincerely,

Ronnie M. Moore

Ronnie M. Moore
EXECUTIVE DIRECTOR

scholarship, education and defense fund for racial equality, inc. 315 seventh avenue, new york, n. y. 10001 (212) 741-0800

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Contributions are deductible for income tax purposes

March, 1973

Dear Friend:

Dramatic change has taken place in the South in the past ten years. It is still taking place. Over the decade, SEDFRE has been an integral part of this change, working on-the-spot with technical assistance, economic advice and practical help.

Four years ago, Greene County, Alabama called for SEDFRE's help in setting up an economic development program. Greene County, one of the poorest in the nation, suffered from all the ills typical of Southern rural poverty: chronic unemployment with young people leaving the land to seek work in the Northern cities; dilapidated housing; disease and malnutrition; negligible health services.

A major turning point came in 1968 when a majority of black officials was elected. These new leaders were faced with a community caught in a downward spiral, after years of neglect. Then SEDFRE was called in. Our staff worked alongside county officials helping establish priorities, set and reach realistic goals. Today, although there is still much to be done, the groundwork has been set, the County machinery is running smoothly. In just over three years:

- 744 new jobs have been created in government and private industry.
- 50 new homes are being completed. Funds for an additional 200 units are authorized.
- A free medical program for low-income patients has been started with federal funding.
- A food stamp program is now in operation.
- Job-training programs for high school students have been established.

Where there was apathy and decay, now there is hope and renewal.

We have recently been approached by officials from Uniontown, Alabama; Surry, Virginia and Gretna, Florida with problems similar to those of Greene County. They seek the same kind of assistance. But we need funds to help them: our estimated budget for this program is $256,000

Will you send your check now and help us to help these pioneers?

Sincerely yours,

Ronnie M. Moore

Ronnie M. Moore

scholarship, education and defense fund for racial equality, inc. 315 seventh avenue, new york, n. y. 10001 (212) 741-0800

SEDFRE

PROGRESS REPORT / GREENE COUNTY, ALABAMA

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 315 SEVENTH AVENUE, NEW YORK, N.Y. 10001 ▪ (212) 741-0800

GREENE COUNTY DEVELOPING ECONOMIC STRENGTH

A recent survey shows that 744 new jobs have been created in Greene County since the 1968 election of a black majority to the County Commission. The Commissioners -- and other black officials subsequently elected -- have been under pressure to show that they can perform. And perform they have.

Programs were set up to accomplish two main goals: to provide services -- in health, nutrition, education, housing, sanitation and police protection; and, to provide jobs -- through increasing employment opportunities by the expansion of existing businesses and a coordinated effort to attract new plants.

Among the successful service programs are the following:

. An initial one-year grant of $30,000 from O.E.O. for a General Medical Program providing funds to hire a doctor, receptionist, and four outreach workers to provide free medical services to low-income patients.

. A food stamp program for which O.E.O. provided $30,000 for meeting administrative costs.

. Several grants totalling well over $100,000 received by the Greene County Board of Education to support additional training for teachers and direct services to pupils.

. The Greene County Housing Authority has received sufficient funds to build 250 low-cost housing units. Fifty are under construction and 200 more, sponsored by the National Council of Negro Women, have been approved. A $12,000 loan has been received from HUD for administrative expenses; $90,000 committed, and further funding requests for the project are in process.

. O.E.O. granted $11,000 for an Emergency Relief Program to employ several Vietnam veterans in the Department of Sanitation.

. In 1971 and 1972, grants from the U.S. Department of Labor, totalling more than $60,000, funded several Neighborhood Youth Corps job-training programs for high school youngsters. Some of the jobs were in County Public Works and others in paraprofessional work in the school system.

. $97,000 was received from a variety of sources to hire Junior Deputies to extend the Sheriff's services throughout the County.

. The Voter Education Project in Atlanta donated $3,000 for an 11-week voter registration program in the County.

While the service programs have the chief aim of providing those services previously lacking, they also have the advantage of fostering some new government and construction jobs. However, the former are too few and the latter too temporary to be a real solution to the County's unemployment problem. Therefore, actions were taken to bring in industrial development:

- EDA granted $67,000 in 1968 to build utilities to a new industrial park in Eutaw, the County seat. As a result of this grant, some industries have decided to locate there.

- The Winchester Carton Company moved to the industrial park, thanks to SBA funds. It now employs about 105 workers.

- In 1971, the Levi-Strauss Company located in temporary quarters in the County and is now building a plant in the industrial park. It employs about 65 and hopes to be over 100 early this year. Eventually, it may employ 400.

- The Presbyterian Church provided the Economic Development Council with $77,000 for general support.

- The Lutheran Church in America provided the Economic Development Council with $10,000 for bookkeeping and printing expenses. The Campaign for Human Development provided $10,000 for start-up money for plant location. and ILGWU provided $2,500 for training of volunteer leaders.

- A locally owned company, the Unique Brothers Manufacturing and Sales Corporation, expanded to 11 workers with the aid of a loan from the Greene County Economic Development Council, Inc.

- The Hall Brothers Trucking Company located in the County, initially employing 3 and hoping to employ 15 - 20 within a few months.

- O.E.O. granted $59,000 to the National Urban League to develop plans for placing a modular home building company, the Black Belt Construction Company, in Greene County. So far the plans cannot be implemented because of the lack of funds for start-up money, but if these can be obtained, the company could eventually employ as many as 350. A proposal is pending before EDA.

- In 1971, the County purchased a second tract of land for a 109-acre industrial park near Boligee, the County's only other incorporated town.

- EDA provided $28,000 for technical assistance.

- The U.S. Office of Minority Business Enterprise has approved a proposal that will provide $125,000 for the assistance of small businesses in a 7-county area including Greene County.

We in SEDFRE believe that these initial successes bear witness that Greene County's leaders have shown three abilities: running the normal services of government; obtaining service programs; and, securing economic development. In spite of the inevitable problems and growing pains, the County has shown that it can marshal the forces that will one day reverse the conditions that created its history of poverty.

In this small community strikingly dramatized the progress being made toward Martin Luther King's vision "that one day this nation will rise up and live out the true meaning of its creed...". As a supporter of SEDFRE, and a friend of the Movement, I am sure the following brief report on Surry County will be of interest to you.

Ronnie M. Moore

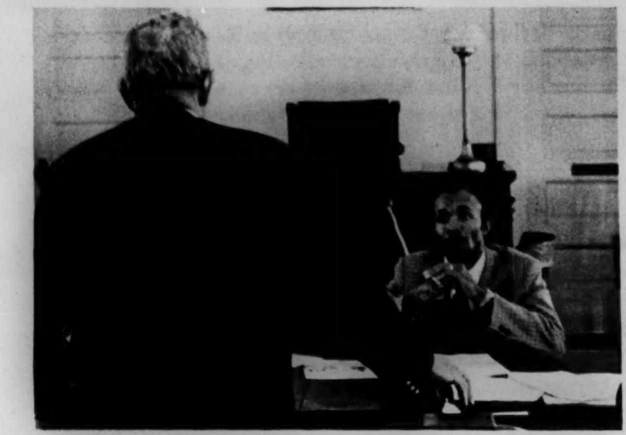
Ronnie Moore
Executive Director

"That fellow, Holmes, he sure don't play color," said a white dirt farmer at the Surry County Courthouse this summer. "He's doin' what's best for all of us." Mr. M. Sherlock Holmes is one of three black leaders whose election in 1971 created the first black majority on the Surry Board of Supervisors, which governs this rural Virginia community.

Surry County is located across the James River from Williamsburg. It is 65% black. Until 1972, its political regime was antagonistic to the rights and interests of the majority of Surry's 6,000 citizens. The all-white Board of Supervisors would meet once a month for 15 minutes in a ritual designed to bar effective involvement by most residents.

The new Board still meets once a month. But now the people, whites and blacks alike, come to its meetings and participate vigorously in its business. For the first time, they know their government is listening to their needs and working to improve their economic, social, and educational standards. After 18 months in office, the Board of Supervisors has become the hope for the County's rising aspirations:

- Construction is underway on a new high school to replace an overcrowded facility that has desks for only half its students.



Chairman Holmes: Leading the drive for open, fair government in Surry County, Virginia is M. Sherlock Holmes, as Chairman of its Board of Supervisors.

- Many poor citizens, both white and black, entitled to medical care, cash and food stamps, have begun receiving them for the first time. Until now, they had been instructed not to apply because they "wouldn't be eligible anyway."
- Municipal garbage collection and other essential services have been established.
- The County is actively seeking access to a variety of special federal grants-in-aid for economically distressed areas. *(over)*

"Straightening Out the County": For the last year and a half, public meetings at the County Courthouse have been conducted by Surry's first black-controlled interracial government to set a new direction for this economically hard-pressed community. This brief report from SEDFRE summarizes Surry's progress.

SEDFRE

FALL '73

scholarship, education and defense fund for racial equality, inc.

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MRS. W WOODMANSEE B
1500 E BROWN DEER RD

Space Technology Comes to Surry: Recent demonstration at monthly Supervisors' meeting showed waterless, "incinerator" toilet for use in areas of County where drainage is inadequate for septic tanks.

Significantly, new services and programs have been established without raising taxes. The Board has actually doubled the County's surplus. Believing in sound fiscal management, one of the Board's earliest financial actions was to transfer County funds from a checking account in the local bank to interest-bearing accounts.

The new Board of Supervisors has named highly capable whites and blacks to major positions. Among the new appointees are Gerald Poindexter, County Attorney, a University of Michigan Law graduate who has been one of Virginia's most successful poor people's advocates; and Planning Committee Chairman, Lawrence Beale, a progressive, public-spirited Baptist minister.

Mapping a Brighter Future: Charles Agle, left, Surry's first County Administrator, and Rev. Lawrence Beale, Chairman, Development Planning Committee are recent appointees of the new Board of Supervisors.

In May, Charles Agle, 33, was appointed the County's first Administrator. Agle, a graduate of Wesleyan and Johns Hopkins universities, had been Associate Director of the Community Development Organization of the Virginia Assembly, a statewide liberal coalition. The County's first Director of Social Service is 29-year-old Carol Thompson, a former welfare administrator in Appalachia, whose appointment in June brought a new humanitarianism to Surry's welfare system.

"We try to straighten out the County."

Once a month in Surry there is a public meeting of the OEDP (Overall Economic Development Planning) Committee, a newly constituted interracial body, providing an open forum to discuss and help shape the County's future. Officially, the Committee is charged with the responsibility of meeting federal requirements for assistance under the U.S. Economic Development Administration.

Under the old regime, the County had faced the prospect of losing its eligibility for EDA support when its OED Program failed to secure federal approval. In early 1973, under the new administration, SEDFRE prepared a revised Overall Economic Development Program, in consultation with the people of Surry. This program was approved by EDA. By late summer, indications were that considerable grant monies would be made available to the County to build its first industrial park.

How to Cut Red Tape: SEDFRE's Ed Cole talks federal grants with new Supervisor, Walter Hardy, (at right).

To lay the groundwork for the successful program, the OEDP Committee had conducted a special hearing in February to which 150 black and white citizens of Surry came to air their views and develop priorities on the community's needs. This was the first time in the 321-year history of Surry County that blacks and whites had come together in large numbers in a cooperative, politically significant way. SEDFRE's staff associate, Ed Cole, was there to explain the nature and objectives of an Overall Economic Development Plan, and to answer the community's questions.

In the near future, SEDFRE will help train several committees of the new government to improve their skills in dealing with the complexities of economic development. Specialists from SEDFRE will help committee members determine such things as how to attract the right kind of industry to the County, or how to calculate the impact construction of a new bridge across the James River would have on the ecology, traffic, police, fire, and other elements of the County's life.

Please tear along perforated line. Enclose check. Fold and seal.

The achievements of Surry County began with the registration of black voters, effective political organization, and the selection of outstanding candidates for office. Today, with a new Board of Supervisors, the people of Surry are setting standards for representative government throughout the South.

With sufficient support, administrations like Surry's will be able to proliferate rapidly in the more than 100 counties in the South with black majorities. As in Surry, SEDFRE's help will be sought in advising and training newly elected and appointed black leaders previously denied government experience. To continue this important work, your interest and help is needed. Your generous check will help enable the many Sherlock Holmes' of the new South do "what's best for all of us."

SEDFRE

315 SEVENTH AVENUE, NEW YORK, N.Y. 10001 ■ (212) 741-0800 ■ 11 YEARS OF BUILDING SELF RELIANCE

May, 1974

Dear Supporter:

When a child is born, parents imagine all of the wonderful things that can happen in a lifetime. But for parents of families living in slum housing, there is, in addition, the constant fear that their child will be among the thousands each year poisoned by lead-based paint from peeling walls. For these children, the promises of life -- learning and growing -- are cut short by death or mental retardation.

SEDFRE has taken action to prevent this needless tragedy by training health department staffs of twelve cities to develop the most effective ways of:

- Educating the community, especially mothers of young children, on prevention of lead poisoning.
- Setting up screening programs to detect lead poisoning before it becomes too advanced to cure.
- Improving the outreach skills of community workers.
- Developing a good working relationship between agencies with overlapphing jurisdictions and responsibilities.
- Improving the quality of treatment referral services.

As a committed individual you have supported many of SEDFRE's efforts to improve the lives of our poorest citizens. As you think about this appeal for continued support for SEDFRE, consider the life full of promise at birth and the obstacles to that promise which must still be overcome. We believe that SEDFRE is one of the most effective means of overcoming those obstacles.

We hope that you will generously renew your support of SEDFRE.

Faithfully,

Ronnie M. Moore

Ronnie M. Moore
Executive Director

contributions are deductible for tax purposes

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MEMORANDUM

TO: Friends and Supporters

FROM: Ronnie M. Moore, SEDFRE Executive Director

RE: Financial situation DATE: November 26, 1974

1974 has been a good year for SEDFRE programmatically.

It has been a bad year financially.

SEDFRE was born 12 years ago with a commitment to provide technical assistance to those on the front lines of the civil rights struggle. We felt that those with the vision of a better future for all our people and the willingness to make sacrifices for that commitment were entitled to training opportunities and technical assistance.

Our first workshops emphasized such skills as the techniques of negotiating and such cognitive materials as the content of federal agricultural regulations.

Today, civil rights demonstrations have given way to election campaigns. And today, SEDFRE has retooled to provide somewhat different training. Now, we teach the techniques of running for elective office, methods of sorting out short and long-range objectives, ways of getting federal grants for sewers and street lights, for job training and health services.

Now, SEDFRE is

- Working in scores of Head Start projects to help parents become involved in the education of their children and in the enrichment of their lives.
- Training outreach workers form a dozen health departments to develop programs to prevent lead poisoning.
- Working with outreach workers in New York, New Jersey, the Virgin Islands, and Puerto Rico to reach the aging so that they can get at least one nutritious hot meal each day.
- Preparing a wood utilization study for Greene County, Alabama. It is hoped that this will be the basis for developing a job-intensive industry using local natural resources, and will serve as a model for other rural communities with underutilized natural resources.
- Providing training and technical assistance to Uniontown, Alabama to help it secure decent housing, improved health care, and other social and public services.

....over

- Providing needs assessment in Prichard, Alabama. SEDFRE will direct the first citizens' education workshop to equip Prichard residents to become active partners in the government process, in mid-December.

Many other projects in places like Newark, New Jersey and Waterproof, Louisiana have begun. SEDFRE is helping--quietly, modestly, but with determination and sympathetic concern--people to help themselves.

Yet, the funds to provide this help have been seriously curtailed. Foundation gifts are down with the falling stock market. Individual gifts are smaller, we believe, because of inflation.

The situation is serious. Bills are piling up. That means we do not have the credit to undertake needed projects. Costs are rising. So is the need as the poor are hurt the most by inflation and by the neglect of the administration. For persons without jobs, for communities without a doctor, for children suffering from lead poisoning, for the elderly forced to eat dog food, inflation and neglect are tragedies.

We are most grateful for your important, even vital, support. Now I must ask you to look at your checkbook and , if you possibly can, make a sacrificial, contribution to SEDFRE and its significant work.

SEDFRE

315 SEVENTH AVENUE, NEW YORK, N.Y. 10001 ■ (212) 741-0800 ■ 11 YEARS OF BUILDING SELF RELIANCE

Dear Friend:

I am sure you will agree that the enclosed reprint tells a story of achievement, pride and of further opportunity. Today, black Mayors have been elected in 108 communities; many with a white majority population.

These new elected leaders are recognized as unusually concerned, committed and competent. But their constituents, particularly blacks and the poor, have high expectations. They are looking for improvements in the things most of us take for granted -- sanitation, street paving, education and health services, and job opportunities.

The pressure on the mayors to deliver resources and programs is tremendous. But you may well ask: How can anyone deliver in a depression year?

It's a tough task but it must be done. And in community after community, particularly in the rural South where resources are fewest, SEDFRE and its supporters have been asked to help.

. To develop health services, a job creation plan, improved sewerage systems, a day-care center, a recreation program in Tallulah, Louisiana.

. To conduct workshops so that those previously denied participation in politics could become active partners in government in Prichard, Alabama.

. To introduce up-to-date planning and management methods, and to help the community identify vital goals and priorities in Waterproof, Louisiana.

. To implement its community development plan in housing, physical environment, fiscal systems, and industrial development in Uniontown, Alabama.

Without lobbyists or friends in the state capital, with little professional help these impoverished rural communities face their greatest challenge in competing with larger richer communities for a fair share of the nation's resources. SEDFRE helps them secure a fair chance - a chance that may make the difference in obtaining a hospital closer than 150 miles away, of getting an urgently needed fire truck, of enclosing dangerous ditches, or of obtaining hot meals for senior citizens.

You have supported SEDFRE's constructive work over the years. Working together we can turn opportunities into achievements. Your help is needed once again. Please give as generously as you can today.

Faithfully,

Ronnie M. Moore

Ronnie M. Moore

contributions are deductible for tax purposes

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SEDFRE

Working to Build Self Reliance

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 1 PENN PLAZA, NEW YORK, N.Y. 10001 ▪ (212) 947-7450

Dear Friend:

In a few weeks we will be celebrating the bicentennial of our democracy. A democracy often challenged to do better by men and women like yourself.

Just twelve years ago you and other good people dared again to challenge its limits, to dream with Martin Luther King that "one day this nation will rise up and live out the true meaning of its creed."

SEDFRE grew up amidst this dream and the Movement it fostered. We learned a lot through the years of struggle and with your help these same skills are being used today to help build self reliance among those who had once given up hope.

With the support of thousands of persons of goodwill like yourself each year, SEDFRE has been able to help

- Impoverished rural communities--communities with funny names that few have ever heard of and that fewer care about--raise the community's standard of living, whether by obtaining a hospital closer than 150 miles away or an urgently needed fire truck, or obtaining hot meals for senior citizens.
- Parents become effectively involved in the education and enrichment of the lives of their young children through pioneering work in early education for disadvantaged children in many day care centers.
- Women and minorities get a fairer deal at America's giant corporations by developing programs for affirmative action in recruitment and hiring.
- Older people secure the dignity and services they require and deserve by training workers in outreach skills and community organization.
- Open up opportunities for minority youth in Newark (60 percent of whom are unemployed) to learn business skills through a variety of programs under the auspices of the United Community Corporation.

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Prevent tragic brain damage or death of young children by lead poisoning in our urban ghettos by training health workers to develop effective ways of detection and prevention.

I know that sometimes as we rattle off the ills of our society--helpless toddlers crippled by lead poisoning, old people forced by poverty into eating cat food, schools that don't teach, government that doesn't work--I know it is easy to feel that nothing can be done. But things are being done. Despite indifference. Because people like you care.

I know you care. I know you have been one of SEDFRE's strongest supporters in the past. Your support has been critically important in making this vital work possible, in helping those outside the mainstream.

Frankly, we have missed your support this year, and we have missed the strength your participation might have given us. Once again, we need your help to pursue together our commitment to greater social justice for those trapped by despair and poverty.

The dream is intact, Martin Luther King's dream, our dream, that "one day this nation will rise up and live out the true meaning of its creed." We can help make it a reality.

Join us again. Please give as much as you can.

Sincerely,

Ronnie M. Moore

Ronnie M. Moore
Executive Director

Upon request a copy of SEDFRE's latest Annual Report filed with the Board of Social Welfare may be obtained by writing the New York State Board of Social Welfare, 2 World Trade Center, New York, New York 10047.

SEDFRE

315 SEVENTH AVENUE, NEW YORK, N.Y. 10001 ▪ (212) 741-0800 ▪ 11 YEARS OF BUILDING SELF RELIANCE

Dear Supporter:

Something important has happened in Tallulah, Louisiana. For the first time in its long history, it has a government which cares about all of its people, not just the privileged few. The new Mayor of Tallulah took office in July. An energetic and determined educator in his mid 30s, Mayor Adell Williams is also black. So is the police chief and the entire town council.

Their town is like hundreds of other rural communities in the South. By systematically skimping on services to the black population, the white establishment sustained itself. Entire areas would go without...paved roads, sanitary sewers, piped water. Schools were starved for funds. Shared by all such communities has been the sense of hopelessness about the future.

Now, thanks to increased voter registration and free elections, new leadership is beginning to emerge. But they need help.

SEDFRE with years of hard-won experience in offering such help, is being looked to for aid in tackling these difficult and challenging town and county government problems. This past summer, SEDFRE's Kenny Johnson and Bill Kalt traveled to towns in Alabama and Louisiana to meet some of the new leaders and put together a program to aid these communities.

Tallulah is a good example of how it works. There, Mayor Williams had inherited a financially strapped town government. The outgoing regime had simply closed the door on their last day in office. Whatever could be found had to be pieced together from uninterpreted fiscal records and poorly filed documents. The list of problems is long...and nearly overwhelming. And, despite the existence of new state and federal programs for aid, Tallulah had done practically nothing to keep up with such potentially valuable sources of funds.

In early October, SEDFRE brought together experts in fiscal and legal affairs and community action to meet with Tallulah's new town fathers. This was the beginning. Other towns are watching, and have already requested similar, basic services.

SEDFRE with a new office in Atlanta, is developing a regional strategy which could mobilize those we have already worked with, along with students and faculty members at southern universities, and experienced specialists so that what has been accomplished can be multiplied many times over. There are hundreds of Tallulahs in the South. We have learned that the cost of providing basic training and technical assistance services runs from $5,000 to $15,000 per community - not very much when you consider that the lives of thousands of persons can be positively affected.

..../

contributions are deductible for tax purposes

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The rural South does have the potential...it has the people and the resources and, increasingly, the elected leadership...to make it a good place to live and to bring up children. The decades of outmigration are coming to an end. But, people like Mayor Adell Williams must be given the help they need to build up their communities.

Your past support of SEDFRE has made it possible to begin to open up these new opportunities in good government and economic development. With over 1,000 newly elected black officials in the South, there is a vast new potential for progress. Won't you please give what you can to help realize that potential.

Sincerely yours,

Ronnie M. Moore

Ronnie M. Moore
Executive Director

SEDFRE

Working to Build Self Reliance

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 1 PENN PLAZA, NEW YORK, N.Y. 10001 ▪ (212) 947-7450

"NATION IN UPTURN"

"PROFITS UP, MARKET SOARS"

"RECESSION OVER"

Dear Friend:

Some folks reading these headlines can't quite believe their eyes: the 34 percent of teenage blacks who are unemployed, for example, or the majority of blacks in places like Tallulah, Louisiana with incomes almost $2000 below the poverty line.

Our government has all but abandoned these Americans. But fortunately, you have not. With your help, we have been able, in these difficult times, to go where help is needed most--the Louisiana Delta, the hills of Alabama, the slums of Newark. We've worked to build self-reliance among those who had long ago given up hope.

With your support, SEDFRE is able to help impoverished communities compete for a fair share of America's resources. SEDFRE's programs of training and technical assistance help them get a fair chance--a chance that may make the difference in obtaining a hospital closer than 150 miles away, of getting an urgently needed fire truck, or of obtaining hot meals for senior citizens.

With your support, SEDFRE has helped health department staffs in a dozen cities develop effective ways of detecting and preventing lead poisoning, a cause of brain damage or death for thousands of helpless children living in dilapidated housing.

With your support, SEDFRE has been able to help social service workers in Appalachia reach the aging so that they can get at least one nutritious hot meal each day.

With your support, SEDFRE has helped set up a Youth Development Institute, under the auspices of the United Community Corporation, with a variety of programs aimed at opening up new opportunities for minority youth in Newark where a staggering 60 percent are unemployed.

▪ *chairman of the board:* William S. Ellis ▪ *chairman of the executive committee: Andrew E. Norman* ▪ *vice presidents:* Shelley Appleton, Lucia Cobb, Edward W. Norton ▪ *secretary:* Ezra Levin ▪ *treasurer:* James Wiley ▪ *executive director:* Ronnie M. Moore ▪ *assistant executive director:* Kenny Johnson ▪ *director of programs:* David Helper ▪ *staff associates:* Frances Crayton, Lamont Gonzalez, Linnie Goodwin, Calvin Hill, Donald Johnson ▪ *BOARD OF DIRECTORS:* Elayne D. Brodie ▪ Constance Collins ▪ Ernest Dunbar ▪ Stephen L. Forstenzer ▪ Alan Gartner ▪ Ernest Green ▪ Karl D. Gregory ▪ Claude Heckscher ▪ Alvertis Isbel ▪ Bunnie Jackson ▪ Arthur Kimmelfield ▪ Nancy E. LeBlanc ▪ Charles N. Mason, Jr. ▪ James T. McCain ▪ Marvin Rich ▪ William Robinson ▪ Harry Schwartz ▪ Elaine Slater ▪ Rowland Watts ▪ *(honorary member)* Katrina McCormick Barnes

With your support, SEDFRE has been able to continue its pioneering work in early education for disadvantaged children, working in many day care centers to help parents become involved in their children's education and the enrichment of their lives.

With your support, SEDFRE developed a course for businesses and other organizations that is helping women and minorities get a fairer deal in recruitment and hiring.

With your support, SEDFRE is helping many vital social action agencies survive--from neighborhood centers to drug addiction programs--by training them to make the transition from total government support to economic self-reliance.

These are just some of the ways we are working together to help those outside the mainstream. As you can see, our program is ambitious. We have always tried to stretch our resources to the limit. Your past support has been critically important in making this vital work possible. Today your support is more important than ever.

We are coming to you again--asking you to help those for whom "NATION IN UPTURN" has so little meaning. Please give as generously as you can today.

Yours faithfully,

Ronnie M. Moore

Ronnie M. Moore
Executive Director

Upon request a copy of SEDFRE's latest Annual Report filed with the Board of Social Welfare may be obtained by writing the New York State Board of Social Welfare, 2 World Trade Center, New York, New York 10047.

SEDFRE

Working to Build Self Reliance

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 1 PENN PLAZA, NEW YORK, N.Y. 10001 ▪ (212) 947-7450

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Mayor Kenneth Gibson has suggested to SEDFRE that we begin to work with him on the housing problems of Newark where the supply of housing has declined by 9.4 percent since 1960 and where only 1.7 percent of the housing inventory is vacant. Abandoned buildings become a haven for derelicts and drug addicts and result in vandalism and fires.

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We believe that a success in Newark might well serve as a model for other cities all over the nation that are caught in the cycle of decay.

Your past support has helped dreams become reality for thousands. Once again, help to make a difference. Send your check today.

Sincerely,

Ronnie M Moore

Ronnie M. Moore

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a SEDFRE report:

Andrew M. Hayden, The Mayor of Uniontown, Alabama

WHEN Andrew M. Hayden came back to Uniontown, Alabama from the South Pacific at the end of World War II, he was determined to claim his right to vote in the very next election. As he recalls it, "I couldn't see why if they gave me an absentee ballot in New Guinea, I shouldn't have a ballot in Alabama."

Mr. Hayden succeeded in registering and then took the lead, over the years, in getting other blacks to do the same. It was a long, difficult, and sometimes dangerous struggle. But he was convinced that so long as half of his town's population was excluded from voting, things could never be changed for the better.

Two years ago, Andrew Hayden was elected Mayor — the first black Mayor in Uniontown's history. Putting his successful contracting business on the back burner, he turned his attention to the business of making a small town work. Like similar towns scattered across one hundred rural counties in the South, it suffered the scars of pervasive discrimination and an ingrown political system.

Uniontown's first day-care center.

When Mayor Hayden took office he inherited a legacy of a century of neglect:

- Debts totalled one-and-a-half million dollars — the equivalent of $700 per resident. Uniontown owed people from California to Boston. Many of the town's longstanding creditors pressed Mayor Hayden for payment the day after he took office. The power company threatened to turn off the street lights.
- Senior citizens were suffering from malnutrition.
- Raw sewage flowed through open ditches in the streets.
- Infrequently scheduled City Council meetings had barred participation of Uniontown citizens in town affairs.
- The public schools were desperately short of funds.
- Many streets needed paving.
- The town had no basic social and public services such as a day-care center.
- Race relations were strained.

Two years of progress

After two years in office Mayor Hayden and a new interracial City Council have become the hope for the town's rising aspirations. They have opened up the government; begun to bring the townspeople together; and launched an effort to use up-to-date planning and management methods in small town government. The results have begun to show up in many ways:

- Through sound fiscal controls, the debt is being steadily reduced.
- The town has purchased a bus to take the elderly to a social center where nutritious meals are served each day.
- Sewers have been built.
- The new City Council meets twice a month through the year.
- A day-care center has been established.
- Garbage collection services have improved.
- A Park and Recreation Board has been established.
- An industrial development program is underway to attract new industry.

"To survive, we must work together"

Underpinning Uniontown's progress has been the positive change in the tone of race relations in the community. Says the Mayor: "When I ran, I said to the whites and to the blacks, 'Our community cannot survive if all our people do not work together for its betterment.' " Mayor Hayden is proud of presiding over an interracial government. "To have turned around and fired all the whites or picked all blacks," he said, "would have run counter to all my beliefs about people and about America."

For Uniontown, Alabama, the decades of neglect are over and an exciting era of progress has begun.

Continued on back

"Those working for greater political democracy in the South . . . recognize that the cause of social justice involves generations of struggle . . ."

Editorial, The New York Times, November 18, 1974

SEDFRE: helping leaders set a course for progress

In one of his earliest acts, Mayor Hayden began work with SEDFRE, the non-profit community development organization, in evaluating Uniontown's needs. SEDFRE sent a team of specialists in rural development to Uniontown to interview the Mayor and Council members; agency heads and community leaders; and federal, state, and county officials. Uniontown's most urgent needs were defined and reported to the Mayor and Council in early April, 1973. The report recommended that a plan for action be developed by the Mayor working together with the Council and town leaders. The new administration demonstrated its commitment to open government by publicly inviting all citizens to participate. SEDFRE staff were on hand at these sessions to help citizens understand the complexities of Uniontown's problems, and the resources and strategies available to build a brighter future for the town.

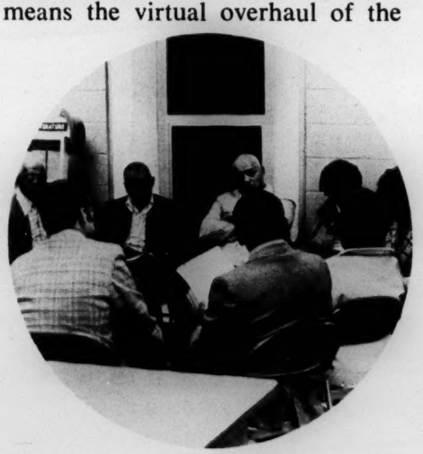
SEDFRE staff meet with Mayor Hayden.

What happened? In the words of the Mayor: "In a few days, four or five SEDFRE people came down here and discovered what people who have lived here all their lives hadn't realized about Uniontown's problems. . . . Our people got a big push from SEDFRE . . . SEDFRE armed us with the documents and the information we needed to win vital services from the county and federal government . . . SEDFRE helped set us on a successful course."

Hot meals for senior citizens.

Headway... not headlines

Since 1969, SEDFRE has been helping many of the newly-elected, often inexperienced, black leaders in the rural South develop the technical plans for community progress. For small towns which have suffered caretaker governments for generations, community development means the virtual overhaul of the town's entire life-support structure. It is an awesome task. And when it is over — when the new school has been built, the first health center established, sanitation and water services upgraded — there is quiet satisfaction, but little notice. In helping officials like Mayor Hayden, SEDFRE's work does not make headlines, but it makes headway in solving the straightforward, practical problems which confront millions of poor people in America.



Open government through public meetings.

The achievements of Uniontown, Alabama began with the registration of black voters, effective political organization, and the selection of outstanding candidates for office. Today, with a new Mayor and City Council, the people of Uniontown are setting high standards of performance and integrity for representative government throughout the South.

With sufficient support, the progress made by Uniontown can be achieved in the many towns and counties in the South with black majorities. SEDFRE's help is being sought by leaders who now have the opportunity for the first time to bring about real change in the lives of all the people of their community.

Free bus to the social center.

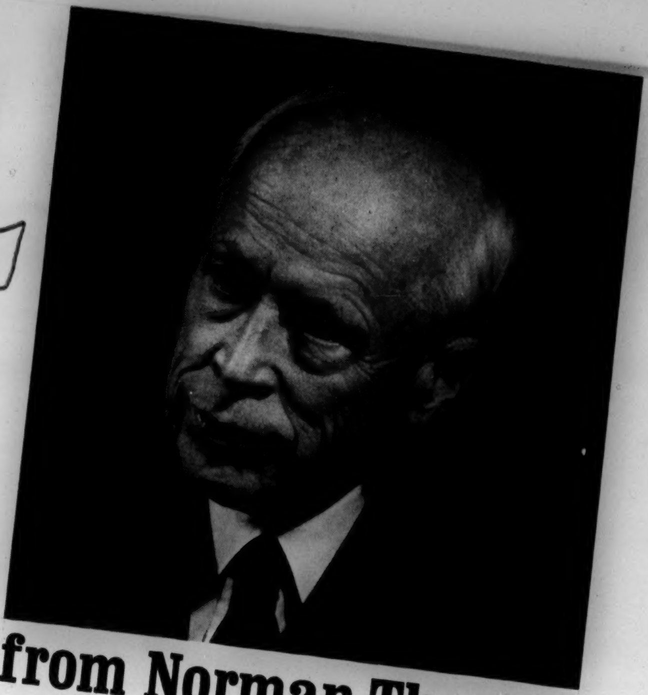
To continue this important work, your interest and help is needed. Your generous check will help the many Andrew Haydens of the new South make democracy a reality for all.

SEDFRE, 315 SEVENTH AVENUE, NEW YORK, NEW YORK 10001

AN IMPORTANT MESSAGE [n.d.]

to

REPLY-O-LETTER
NEW YORK, N.Y. [illegible]



from Norman Thomas

If you exulted in the triumphs and grieved in the tragedies of the civil rights movement of the early '60s ... if you still believe, as I do, that racial justice must be achieved in America ... and that constructive programs are the only way to do it ... then you share the aims of the SCHOLARSHIP, EDUCATION AND DEFENSE FUND.

May I tell you about some of the things SEDF has done?

SEDF has created Eleanor Roosevelt Scholarships -- for students who have made significant contributions and often painful sacrifices in the civil rights struggle. Among these Scholars, who have been awarded scholarships to attend college, are the desperately poor and the incredibly courageous -- Negro and white. Seventeen out of 82 such SEDF scholars have graduated and are now teachers, social workers and lawyers.

Since 1963 SEDF has provided legal counsel where it is most needed -- remote areas of the South where small groups of civil rights workers wage their lonely and perilous struggle.

But now a new challenge faces the U.S. Within the past few years millions of Negroes have won the right to vote after being denied it for centuries. How they use that vote poses a critical question.

SEDF has accepted the challenge. It sees clearly that if the newly enfranchised can make effective use of the ballot -- and with it obtain their full rights as first class citizens -- they will have every reason to work within the democratic system. If they do not get the training and tools of political know-how, the consequences could be disastrous for all of us.

To fill this need for political education, SEDF has organized a series of statewide

(over, please)

SCHOLARSHIP, EDUCATION AND DEFENSE = FUND FOR RACIAL EQUALITY inc.

150 NASSAU STREET, NEW YORK, N.Y. 10038

• *president:* Andrew E. Norman • *vice presidents:* William S. Ellis, Nannette Sachs • *secretary:* Ezra Levin • *treasurer:* Shelley Appleton • *executive director:* Marvin Rich • *leadership development director:* Ronnie M. Moore • *legal director:* Carl Rachlin • *BOARD OF DIRECTORS:* John P. Allison • Robert Ausnit • James Baldwin • Katrina McCormick Barnes • Canon James P. Breeden • Dr. Kenneth B. Clark • Robert Curvin • Charlotte Devree • Robert F. Drinan, S.J. • John Henry Faulk • Michael O. Finkelstein • Doris Freedman • Dr. Edward L. Gibson • J. T. Harris • Claude Heckscher • Norman Hill • Clarence B. Jones • Dr. Archie Lacey • Joann List Levinson • Henry Morgenthau, III • Dr. William Stuart Nelson • Richard J. Schwartz • Elaine Slater • Norman Thomas • Rowland Watts • Pearl L. Willen

workshops for local community leaders throughout the South. They will be staffed by experts in every phase of political development -- lawyers, social scientists. Among these who have volunteered their services are:

Howard Glickstein, U.S. Commission on Civil Rights
Percy Sutton, Manhattan Borough President
Charles Morgan, Jr., American Civil Liberties Union
Leon Shull, Americans for Democratic Action
Professor Preston Wilcox, Columbia University

These workshops are part of a larger program in leadership development which includes training for local leaders in law, forming cooperatives, community organization, and other vital subjects.

These training programs need the support of all Americans of vision and good will. To run them requires money for travel, for equipment and supplies, and for administration. The investment in each student is small in comparison with his impact on his community when he returns equipped for his leadership position.

I urge you to use the prepaid envelope enclosed below to send a significant contribution to help underwrite these programs. Your gift will help fulfill the promise of these last years of achievement in human rights. It will help redeem our promise to those who gave their lives in this struggle.

Sincerely yours,

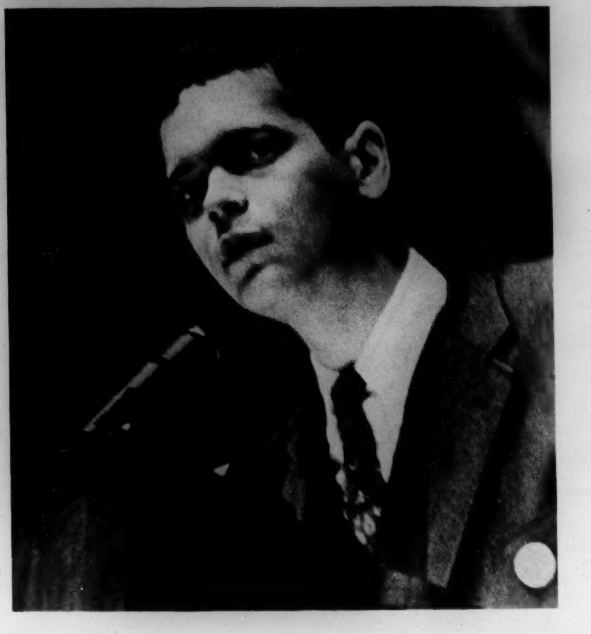
Norman Thomas

Norman Thomas

P.S. Your contribution is
deductible for income
tax purposes.

Is the Civil Rights Movement Dead?

A timely message from Julian Bond to:



Do you remember the civil rights crusade of the early 60's -- its victories and defeats, its tragedies and triumphs?

If you still believe, as I do, that racial justice must be achieved in America for our country to have a viable future, and that such justice can be attained through constructive, non-violent programs -- then you share the aims of the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE).

Founded in 1963, SEDFRE has developed a practical program of education for effective participation in the democratic political process. At first this meant getting people out to vote, training candidates and campaign workers, teaching long-disenfranchised people how to use the ballot and get the most of their votes. That work has now begun to pay off.

> As a member of the Georgia Legislature, I know from personal experience that winning an election is only half the battle for a black politician. It is in the aftermath of such victories that SEDFRE makes its most meaningful contribution -- by working to create responsible black power through training programs in effective administration and political skills.

For example, SEDFRE has been on the job for five years in Williamsburg County, South Carolina. Here the black community elected a road commissioner. The people -- and the new commissioner -- were ready to make the most of this new achievement:

> For the first time, sewers have been dug and roads are being paved in the black community. The people have also set up a farmers' cooperative, erected a community center, built a swim-

(over, please)

SCHOLARSHIP,
EDUCATION AND
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FUND FOR
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164 MADISON AVENUE, NEW YORK, N. Y. 10016

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> ming pool. Now underway: a small, self-help housing project. The people in this community are becoming part of the 20th century; they feel no urge to migrate North to big-city ghettos.

A new challenge faces America today, as significant numbers of black and other minority-group members win local, city, county, state and even national office. SEDFRE has accepted the challenge by launching its new Technical Assistance Program. This is a personalized program to enable competent but untrained elected officials to carry out new and often unfamiliar duties with a high degree of effectiveness and self-confidence.

One of the first major undertakings of the SEDFRE Technical Assistance Program was the 1969 National Conference of Black School Board Members, an intensive four-day training seminar drawing some 100 newly elected school board members from 30 states. Many participants have already begun working with SEDFRE staff on a follow-through basis. Another conference for Mexican-American school board members is planned for late spring.

> The late, beloved Norman Thomas gave much of himself to SEDFRE in his later years. Shortly before his death he wrote: "I urge you to give this organization ... the full backing it deserves."

And I ask you to use the postpaid envelope enclosed below to send as generous a contribution as you can to help underwrite SEDFRE's work. What you give now will speed the day when all America -- black and white alike -- will live together in peace and harmony. And you will know that you are helping to redeem our promise to those who gave their lives in the still on-going civil rights struggle.

Sincerely,

Julian Bond

Julian Bond

P.S. Your contribution to SEDFRE is deductible for income tax purposes.

SEDFRE

Working to Build Self Reliance

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC. ▪ 1 PENN PLAZA, NEW YORK, N.Y. 10001 ▪ (212) 947-7450

Dear Friend:

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LeBlanc ▪ Charles N. Mason, Jr. ▪ James T. McCain ▪ Marvin Rich ▪ William Robinson ▪ Harry Schwartz ▪ Elaine Slater ▪ Rowland
Watts ▪ *(honorary member)* Katrina McCormick Barnes

a SEDFRE report:

Tallulah, Louisiana

WHEN you drive through Tallulah, Louisiana, you half-believe you are in another country.

Turn off Route 80 and you see the houses. Row after row of dilapidated shacks with open-ditch sewers. This is the black section of town. Blacks are about 75 percent of Tallulah's population and two-thirds of them have incomes $1900 *below* the poverty line.

When Robert Kennedy was Attorney General, he said that blacks had not registered to vote in this North Delta community since the turn of the century. But new laws and courageous and determined leaders changed that. Over a decade later, in July 1974, Adell Williams, a mathematics teacher at the local high school, became the first black mayor of Tallulah.

First day as Mayor: Empty desks

What's it like waking up one morning in a town like Tallulah and realizing today is your first day as mayor? If you're Adell Williams, you walk into City Hall and find empty desks — no one from the outgoing administration is there to welcome or orient you.

You look for the City's books to see what shape the finances are in, and you don't immediately understand all of the intricacies, but you can see clearly enough that the City is in substantial debt.

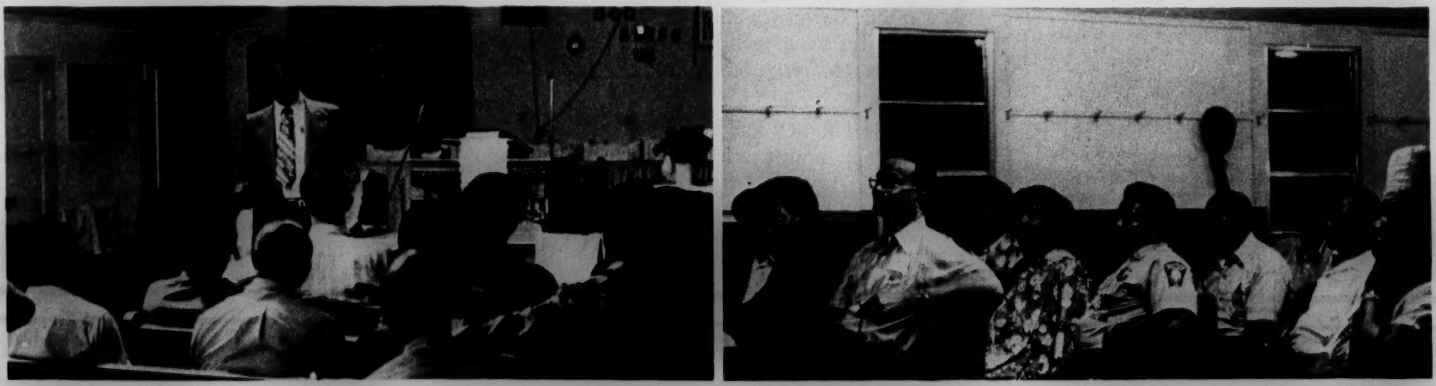
You vividly recall a fire in the black neighborhood not too long ago, when a poor family's shack was almost completely consumed by the time the fire truck arrived from its location much closer to the whites' homes. You know the constant fear of fire that haunts this community and in your campaign you promised to change these conditions. But can you put a new firehouse into the black community? Can the City afford it?

You're a busy schoolteacher with a full 8 a.m. to 4 p.m. schedule at school. That's how you must continue to earn your living; the mayor is paid only $4000. You work at City Hall from 5 to 10 p.m. every night. How much time do you have to find answers to the problem of fire protection, much less sort out the crazy-quilt of other serious community problems? Can you get outside money? Previous administrations didn't usually apply for the aid Tallulah was entitled to because federal funds meant integration. You're not afraid of integration. But where and how do you apply for aid? How long does it take? What are your chances? How do you make them better? Where can you find advisors you can trust?

SEDFRE sends help

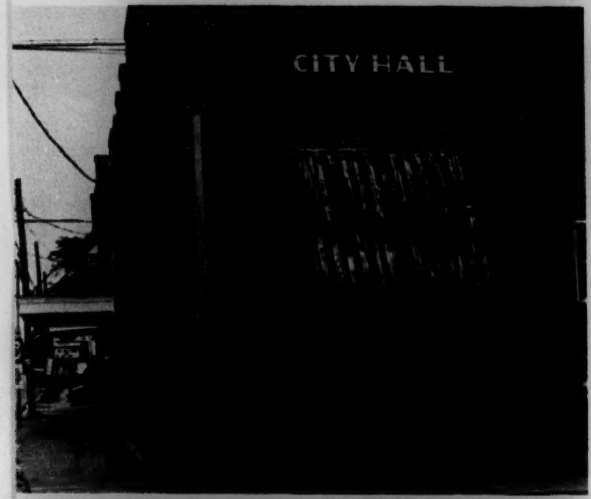
Like Mayor Williams, you might call on SEDFRE, a non-profit agency which has been helping many of the recently-elected black leaders in the rural South develop the technical plans for community progress. A few years ago, SEDFRE had helped Tallulah's first black police chief, Zelma Wyche, develop his police-community relations program. Now SEDFRE was called in to help the new City administration get a handle on its municipal system.

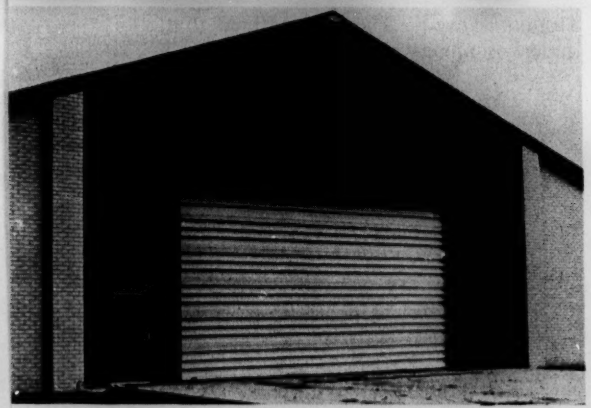
SEDFRE's Assistant Executive Director, Kenny Johnson, went to Tallulah along with William Kalt, an economist. They inspected the town's conditions and interviewed the Mayor, the Police Chief, and other citizens to begin to evaluate Tallulah's needs. They determined that, underlying many obvious needs such as a



Community meetings help set the course for progress.

The City Hall and Mayor Adell Williams (below).





New Firehouse: Fire protection for the black community too.

housing program, sewer improvement, health survey, better fire protection, were some basic requirements: information about resources to meet these needs; legal and fiscal advice; and practice in devising starting points and long-term plans of action.

SEDFRE went immediately to work assembling a team of experts tailored to meet these needs — a team to help the new administration get off to a good head start. Soon, a workshop was held at City Hall for the Mayor and the three newly-elected aldermen: Joe Walk, Cleveland Jones, and Fraechey P. Truwell. A team of five worked with the administration in shirtsleeve sessions, answering questions, providing advice, helping formulate goals and priorities.

SEDFRE arranged for Lloyd Jones, the black County Treasurer of Charles City, Virginia, to come down and help interpret the City's books, design an updated bookkeeping system, and train the new City Clerk. To answer the administration's legal questions, Dr. Louis Berry, Dean-Emeritus of Southern University Law School was recruited. Rounding out the team was William Harleaux, a political scientist and a long-time civil rights activist. SEDFRE also provided information on potential federal funding for aid and development.

A good year for Tallulah

Today, results are beginning to show up. Four million dollars worth of important new projects have been secured by the Williams administration in its first year including funds for housing development. Sewerage and garbage collection services have been improved, streets have been repaired, and that new firehouse has been built.

Democracy has come to Tallulah and with it, a relaxation of racial tensions. Blacks now feel free to call the Mayor without any fear of economic reprisal and whites haven't been reluctant to ask him to help solve some of their problems either.

"The most intractable core of poverty in the nation"

Currently, SEDFRE is helping the administration research avenues for federal support for a new community life center to house a day-care and health services program, and a recreation center to help alleviate the town's serious juvenile delinquency problem.

Soon, SEDFRE hopes to be able to help three impoverished North Delta parishes (including Tallulah's), which have recently elected black leaders for the first time, set up a program to coordinate rural development in all three parishes. As the first such cooperative program, it is hoped that it will one day become a model for other clusters of poor communities throughout the Black Belt.

"The rural blacks in the South represent the most intractable core of poverty in the nation," said the *New York Times* recently. "About 2.3 million blacks remain locked in penury." Today, SEDFRE's help is being sought by the new leaders in many of these communities who now have the opportunity for the first time to bring about real improvement in the lives of their fellow citizens.

As progress is made in these communities, the credit will go where it belongs, to men like Mayor Williams and his determined administration who took the risks of local leadership, made the vital decisions, and carried out the long extra hours of hard work. But those like you, who support SEDFRE's training and technical assistance programs, should know that you, too, are playing an important part.

Please give what you can today so that this important work can continue.

Contributions are deductible for income tax purposes.

SEDFRE SCHOLARSHIP, EDUCATION, AND DEFENSE FUND FOR RACIAL EQUALITY
1 PENN PLAZA, NEW YORK, N.Y. 10001

Council 1962

Suggested Agenda for the Staff Meeting preceding the Council Meeting:

Thurs. Feb. 8

1:00 Staff reorganization (discussion on implementation of)
The total reorganization
plan and what it means to
individual staff persons

Staff Affairs, continuation
of questions raised at the
last staff meeting (field)
such as group life insurance
air travel cards, etc.
Stating whether or not these
things have been done.

Constitutional & Structural Changes with regards
to the NAC and The National Officers

6:00 Supper Youth Council meeting Regional officers

7:00 Local groups - Prog.
Discussion around
direction we should
take:
structure
interracialism

*The total Professional Staff should
attend this meeting.
Jim Farmer
Marvin Rich
Gordon Carey
Clara Coleman
Bill Larkin
All the Field Staff
Jim McCain
Richard Haley
Genevieve Hughes
Hank Thomas
Tom Gaither
Jerome Smith
Dave Dennis
Mary Hamilton
Fredricka Teer
Norman Hill
Cox

Fri. Feb. 9

9:30 Discussion of Program
National — Proposed Nat'l Projects
Local — Local Autonomy
Mass vs Small
Interracialism
} Local gps. Direction

12:00 Lunch

1:00 Training Discussion — what the nature of CORE's training prog should be
What is most feasible for us?
Voter Registration
Public Accomodations
Employment and housing
Workshop, Institutes, training sessions
How intensive, what is our aim, nationally
as well as locally?

Jail with no bail
Bond
Legal problems

6:00 Supper

7:00 Open (groups might begin to arrive at this
point)

STAFF MEETING PROCEDING THE COUNCIL MEETING MON. FEB. 12

9:30 to 5:00 This can be extended to a 2 day session
if desired.
TOPIC - Implementation of Council recommendations

make adgenda for NAC 15 . In action

Suggested Agenda for the National Council Meeting - 1962

Sat. Feb. 10
9:00 Registration
10:00 Routine Affairs
8 Call to Order
Listing of Delegates
Minutes of 1961 Convention
Affiliations
Approval of Adgenda
Financial Report

12:00 Lunch

1:00 Progress Report
One Report on 1961 including field report, public relations and membership report, with some attention given to the legal perspective. major projects of 1961

3

Projected Projects Report
National
Local

Discussion

Film showing, with discussion of...

6:00 Dinner

7:00 Training
Projected plans for workshops, institutes and training sessions.
(with a view toward specifics)

Sun. Feb. 11
*9:00 Final Session adgenda
Finishing up ~~any items already begun as well as~~
Structural changes
Regional offices
~~Field staff placement etc.~~
Resolutions
Plans for future convention-council meetings.

2:00 ~~1:00~~ Banquet — 4:00

air credit
Travel insurance
Life insurance — retired

No

*Would it be disrespectful to those who are church-going to plan a session at the time that they would otherwise be attending church. ? I don't know how else we will have enough time to get everything in.

Each of the major items on the adgenda must be spelled out specifically. These are recommendationsias to the kinds of things that still have to be concretized.

There have been no suggestions from local groups except from LeVert Taylor who raises the question of the length of time field staff is allowed to remain in any given area. — delete

Can and should this adgenda (in terms of specifics)be discussed at an action committee meeting before the council meeting? If so, a great deal of work must be done.

Will this adgenda be circulated to our membership before the council meeting. We did agree to do this, at the last convention I believe.

Yes

Suggested Agenda for the National Council Meeting - 1962

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Regional offices
Field staff placement etc.
Resolutions
Plans for future convention-
council meetings.

1:00 Banquet

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38 Park Row, New York 38, New York

Agenda - National Council

Call to order - Charles R. Oldham, Chairman

Listing of delegates

Minutes of 1960 Convention

Disaffiliations

Affiliations

~~Introduction of James Farmer, National Director~~

Approval of Agenda

~~Appointment of Committees~~

~~Report on Rock Hill, South Carolina - James T. McCain~~

~~The sit-in movement and the Northern Supporting Boycott~~

[Constitutional changes.] P

Nat'l Director - Jim

~~Field Report - Gordon R. Carey~~

~~Projected~~ Proposed Nat'l Projects

~~Summer~~ Program - Substitute
    1) Interracial Action Institute
    2) Housing Workshop
    3) Deep South project

~~CORE's role in the North~~

~~Annual Report forms~~

~~Prince Edward County~~

~~Travel Subsidy~~

~~Community Relations Report - Marvin Rich~~

~~Gandhi Award~~

~~Advisory Committee~~

~~CORElator~~

~~Magazine~~

~~Membership cards and CORE pins~~

~~Membership Director's Report~~

~~National Theatre Project - Perkins~~

~~Branch office~~

National meetings
    1) 1961 Convention
    2) 1962 Council
    3) 1962 Convention

~~Associated Drygoods Corporation - Perkins~~

Treasurer's Report - Lula Farmer

~~Report on Fayette and Haywood Counties - Richard Haley~~

~~Legal problems in relation to direct action~~

Resolutions - ~~Hughes~~

~~Local Group Reports~~

CORE - Congress of Racial Equality
38 Park Row, New York 38, New York

1961 CORE Council Fact Sheet

Date: February 11 and 12. Beginning 9:00 a.m. Saturday; ending late Sunday p.m.

Place: Lexington, Kentucky. All sessions to take place at the Phyllis Wheatley YWCA, 402 North Upper Street, Lexington. Telephone: 25077

Meals: The noon meals on Saturday and Sunday are being arranged by Lexington CORE. The charge for these meals will be about $1.35 each. Coffee and donuts may be furnished by Lexington CORE in the morning at the "Y".

Banquet: Mr. James Farmer will be the speaker at Lexington CORE's second annual Banquet to be held Saturday evening. Everyone attending the Council is expected at the banquet. The charge will not exceed $2.50.

Housing: Free housing will be made available to most delegates. Preference will be given to voting delegates and to those who register early. Housing will be available on Friday night for those who arrive early and request it in advance.

Car Pool: Lexington CORE hopes to have a car pool which will assist delegates in getting to and from their lodging and may be able to meet some persons on arrival at the airport. It is therefore important that you indicate expected time of arrival on the registration form.

Upon arrival: Between 6:30 p.m. and midnight on Friday and after 6:00 a.m. Saturday someone will be at the YWCA to assist you. You should call the "Y", 25077, or proceed directly there. Alternate phone numbers are: 54753, Henry or LaMont Jones; 49983, Audrey Grevious; or 26406, Neil Drake.

Registration: Council registration will be at 9 a.m. Saturday at the YWCA. Upon registering you will be assigned housing and travel subsidy will be taken care of. You should send in the enclosed registration blank to the national office as soon as feasible so we may judge the amount of housing and food needed.

Council Sessions: The Council is a working body. It will meet mornings and afternoons both Saturday and Sunday. Prompt and full attendance is important.

Delegates: Each local affiliated group (including those to be affiliated at this Council) are entitled to one voting delegate only. Our groups are invited to send additional members as observers.

Weather: Unpredictable: may be mild or freezing. Better come prepared for cold weather and the possibility of snow or rain.

Attention: Lexington is on Eastern Standard Time!

CORE - Congress of Racial Equality
38 Park Row, New York 38, N. Y.

SUGGESTED AGENDA FOR NATIONAL COUNCIL MEETING - 1962

SATURDAY, FEBRUARY 10

9:00 Registration & LISTING of DELEGATES

10:00 Call to Order - C.R. OLDHAM, CH.

Listing of Delegates WRITTEN REPORTS of CORE CHAPTERS

Minutes of 1961 Convention

Affiliations & DISAFFILIATIONS

Approval of Agenda

WELCOME FROM HOST CHAP. - INTRO.

Financial Report

11:45 - RECESS

12:00 Lunch

1:00 1961 Progress Report (including Field, public relations and membership report with some attention given to the legal aspect.) JAMES FARMER A LOOK BACK AT 1961 & A LOOK AHEAD AT 1962

Projected projects Report

Discussion COUNCIL DIS. & APPROVAL

5:00 - f.R. film

6:00 Supper

7:00 Training - Projected plans for 1962

GEN. BUS. SESSION

Film Showing

Report on Film

SUNDAY, FEBRUARY 11

9:30 Final Session GEN. BUS. SESSION COMMITTEE REPORTS

Resolutions

Plans for Future Convention - Council Meeting

2:00 - 4:00 Banquet

January 16, 1962

CORE - Congress of Racial Equality
38 Park Row, New York 38, New York

TO: CORE Groups, Officers and Advisory Committee

FROM: Gordon Carey, Field Director

RE: 1962 National Council

Cincinnati CORE and Covington CORE are co-hosts to this year's council meeting. Each local group should plan to attend the council. Plans will be laid for our year's activity and problems will be discussed. Brief written reports are requested from each chapter. These reports need not be long - no more than a page. Your group should plan to have 75 mimeographed copies of the report brought to Cincinnati by your delegate.

Dates: Sat. and Sun February 10-11. Beginning 9:30 A. M. Sat.; ending Sunday afternoon

Place: All sessions will take place at the Kemper Lane Hotel, Kemper Lane and McMillian. Cincinnati, Ohio. Telephone Woodburn 16480.

Banquet: A banquet will be held Sunday afternoon at the end of the Council Meeting. The speakers will be Mr. James Farmer, Mr. Stuart Nelson and Rev. Fred Shuttlesworth Everyone attending the Council is expected at the banquet.

Housing: Free housing will be made available to delegates. Preference will be given to voting delegates and to those who register early. To facilitate planning for housing, we ask that your registration be completed no later than Feb. 1. Housing will be available on Friday night for those who arrive early and request it in advance.

Cost: There will be a $5.00 registration fee, payable upon arrival at the council meeting. The cost of the banquet is included in that fee.

Allow $1.00 per day for transportation, and $1.00 per meal for food.

Housing ----- will be available at the Kemper Lane Hotel.
The rates are: $4.00 per person per day for a double room and
$3.00 per person per day for four in a room.

IF YOU HAVE NOT REGISTERED PLEASE USE THIS FORM IMMEDIATELY
Detach and return this form.

CORE NATIONAL COUNCIL REGISTRATION FORM
(Return to CORE, 38 Park Row, New York 38, N. Y. Att: Fredricka Teer)

____________________CORE will have a delegate at the Council Meeting

Our voting delegate will be: ____________________ (each group is entitled to one (1) delegate)

Delegate's Address ____

We need accomodations for ______people. Please include their names and addresses. Use other side of form if necessary.

Congress of Racial Equality

Statement of Income and Expenditure for period ending November 30, 1962

Income			
Contributions	160,565.19		327
Chapters	4,410.10		20
Special	45,284.32		120
Council & Convetion	2,326.73	212,386.34	70 215
Other Income			
Sales -- Holiday Cards	37,568.25		
Literature & Misc.	4,929.96		
Freedom Ride Film	1,051.09		
List Rental	1,875.00	45,424.30	
Total Income		$257,810.64	715
Expenditures			
Fund Raisings & Membership Maintenance			
Membership maintenace	23,598.32		86,000
Member. Recruitment	25,831.09		
	49,429.41		
Other Fund Raising Costs	7,671.40	57,100.81	136,000
Administration		45,331.98	86,000
Cost of Sales -- Holiday Cards		12,238.80	70,000
Publications		1,098.50	
Chapter Development	30,650.48	130	
Program	35,359.74	75	
Action Institutes	5,330.98	27	
Projects	38,707.00	56	
Regional Offices	2,813.04	106,861.24	
Total paid expenses		$222,631.33	
Unpaid Bills		56,417.90	
Total expenses for period		$279,049.23	
Net deficit for period		$21,238.59	

SUNDAY, FEBRUARY 11

CORE-Congress of Racial Equality
38 Park Row, New York 38, New York

MEMO TO: CORE Groups, Officers

FROM: Gordon R. Carey, Field Director

RE: CORE National Council, Cincinnati, Ohio-Covington, Kentucky
February 9,10, 1962

The council is one of CORE's two national meetings a year. It meets to make plans for the coming year, to share ideas, and to implement our national program. The council gives suggestions for coordinated action; it gives direction to the national staff. The way your local group gives voice to its ideas and its needs is through the Council and Convention.

Who Attends? Each CORE chapter is expected to send one delegate. Only one delegate from each affiliated group votes, but groups are invited to send others. Unaffiliated groups are invited to attend also. This is an excellent way to become familiar with the "CORE family" as well as the mechanics of CORE.

Agenda: We would like you to make suggestions for the agenda now. On the agenda should go your ideas for making CORE a more effective, dynamic organization. Problems which have troubled your group as well as plans for national program and development should be included.

Make plans to be represented in Cincinnati-Covington on the weekend of Lincoln's birthday. The council is strictly business, but we are planning activities that we hope will make the occasion a memorable one. Return the preliminary reservation blank at the bottom. Detach and return it now even if you are not sure who your delegate will be. Your prompt cooperation will be appreciated. In a short while you will receive a more detailed announcement.

The cost of the Council will not be great. Each local group is responsible for the travel expenses of its delegate. Many groups give a special fund raising party or other event to raise money for their delegates to the national Council and Convention. The charge for meals and the banquet will be modest. There will be free housing for those who register enough in advance.

CORE NATIONAL COUNCIL - PRELIMINARY REGISTRATION
(Return to CORE, 38 Park Row, New York 38, New York Att: Fredricka Teer)

______________________________CORE will have a delegate at the Council meeting in Cincinnati-Covington, February 9 & 10, 1962.

Our voting Delegate will be:_________________________________
Delegate's Address:____

We need accomodations for _____additional people. Please include their names and addresses.

RETURN THIS BLANK EVEN THOUGH YOU DO NOT KNOW WHO WILL REPRESENT YOUR GROUP.

1. Agenda
2. Affiliation Report
3. Financial Report
4. Farmer Report

Proposed Agenda - CORE NATIONAL COUNCIL

February 10 - 11

CINCINNATI - COVINGTON

Dath Constitution

Saturday

9:00 Registration and Listing of Delegates
9:30 Call to Order - Charles R. Oldham, Chairman
Minutes of 1961 Convention
Written Reports of CORE chapters
Affiliations and disaffiliations
Approval of Agenda
Welcome from host chapters - Introductions
Financial Report Lula wont arrive until 11^{05}

12:00 Lunch

1:00 Progress Report - James Farmer
"A look back at 1961, and a look ahead at 1962"
Projected Projects - Council Discussion and approval

ME 1) Follow-up on Freedom Ride
NORM 2) Freedom Highways
MARY 3) Retail Chain store employment
NORM 4) Theatre and TV employment
BROchure - 5) Haywood County

5:00 Freedom Ride Film - Report on Film

6:00 Dinner

7:00 Projected Training Program

1) Housing - Employment
2) Action Institute
3) Voter Registration

Sunday

9:00 General Business session
Committee Reports
Plans for future Councils and Conventions

1:00 Adjourn
Banquet

Detach and return this form.

CORE NATIONAL COUNCIL REGISTRATION FORM
(Return to CORE, 38 Park Row, New York 38, N. Y. Att: Fredricka Teer)

S Island CORE will have a delegate at the Council Meeting

Our voting delegate will be: Max Le Joe (each group is entitled to one (1) delegate)

Delegate's Address 791 Manor Road S. I. 14 Ny

We need accomodations for ______ people. Please include their names and addresses. Use other side of form if necessary.

CORE NATIONAL COUNCIL - PRELIMINARY REGISTRATION
(Return to CORE, 38 Park Row, New York 38, New York Att: Fredricka Teer)

Seattle CORE will have a delegate at the Council meeting in Cincinnati-Covington, February 9 & 10, 1962.

Our voting Delegate will be: Joan Singler
Delegate's Address: 2730 Westlake North, Seattle 9, Wn

We need accomodations for 1 additional people. Please include their names and addresses.

RETURN THIS BLANK EVEN THOUGH YOU DO NOT KNOW WHO WILL REPRESENT YOUR GROUP.

February 2, 1962

Congress of Racial Equality
38 Park Row
New York 38, New York

Attention: Fredricka Teer

Dear Miss Teer,

I know this is being received late, however I will try to explain the situation and you will,perhaps, understand our plight.

The enclosed registration form is tentativeand my attendance depends upon two things: First, if my parents, who live in Detroit, arewwilling to pay one half of my traveling expense, as local CORE cannot and my husband and I cannot afford to finance the whole trip. Second, if my parents pay my fare I can only attend the Council meeting if CORE is able to provide me with free housing.

I will send you a definite answer as soon as I know myself.

Very truly yours

Joan Singler, Secretary
Seattle CORE
2730 Westlake North, Apt # 1
Seattle 9, Washington

Berkeley CORE

1709 Milvia
Berkeley 9, Calif
Jan 24, 1962

Concerning the CORE Council Meeting:

I had sent in a notice earlier specifying that we would send a delegate and probably 2 others. I would now like to confirm the following:

I will represent Berkeley CORE

TONY SALOTTO
1709 MILVIA ST
BERKELEY 9, CALIF.

__One__ other person will attend from our group

THOMAS KING
1721 HEARST ST.
BERKELEY 4, CALIF.

We both want housing Friday Evening since we will arrive during Friday

Who do we contact upon arrival?

Tony Salotto

answered

January 25, 1962

Mrs. Charlotte Holliday
3334 West Warren Blvd
Chicago 24, Illinois

Dear Mrs. Holliday:

We, as much as possible, are providing housing on a first-come, first-serve basis. This means that those groups that register first get priority. Naturally, a voting delegate will be given top consideration regardless when he registers. I realize that this will cause some unclarity on the part of those registering, and this is why we are urging all registration to be in by February 1 so that we can place the people and clear this up. In answer to your specific question;

a) It is not necessary for any group contingent to make their own reservation. We will do this for you if you register through us.

b) You can expect free housing for those who register with us in advance. If we find that we have more delegates and members to the convention than we have feee housing, the members will be notified in advance and given a choice as to accommodations. At this point, I think that is unlikely for your group since I can practically assure you that any person or group that registers before February 1st will receive free housing.

If you have any furhher questions, please do not hesitate to contact us.

Sincerely,

Fredricka Teer
Assistant to the
National Field Director

FT/SS

Teer
this should be made more explicit in the next Council memo.

~~POST OFFICE DEPARTMENT~~
~~CHICAGO REGIONAL OFFICE~~
~~MAIN POST OFFICE BUILDING~~
~~CHICAGO 100, ILLINOIS~~

January 22, 1962

Office of Field Director
Congress of Racial Equality
38 Park Row
New York 38, New York

Gentlemen:

Please clarify several points regarding the 1962 National Council Meeting to be held in Cincinnati, Ohio February 10 and 11, 1962.

In following the (green) information sheet sent to us, it give the rates of the Kemper Lane Hotel which appear to apply to those other than delegates who wish to attend meeting. The registration form at bottom of page asks that we state number needing accomodations and also give their names and addresses.

Chicago CORE will have in attendance one voting delegate, one alternate delegate, and possibly two other persons will attend. We do understand that the voting delegate will be housed free of charge, but the others who wish to attend are not sure if they should:

A. MAKE THEIR OWN HOTEL RESERVATIONS
B. ASSUME THEIR RESERVATIONS WILL BE MADE FOR THEM BY RETURNING THEIR NAMES AND ADDRESSES ON REGISTRATION FORM

OR

C. EXPECT HOUSING FREE OF CHARGE (SAME AS DELEGATE)

YOUR IMMEDIATE REPLY WILL INSURE OUR COMPLETING REGISTRATION BEFORE FEBRURARY 1st.

Respectively,

MRS. CHARLOTTE HOLLIDAY
3334 W. WARREN BLVD.
CHICAGO 24, ILLINOIS

cc: Alternate Delegate
Mr. J. R. Smith
Mr. J. Cook

Claude Figgins
Lake Charles, La.

May I have this back J.

Dear Corey:

We will try very hard to send a delegate to the Council Meeting in Cincinnati-Convington.

Please try very hard to get accomodation for me. (Claude Figgins) As you know we're just getting started and don't have any money. We have planned a fund rasing drive for the following weekend.

You can always contact me at this number. HE. 39176

Hoping I will see you at the Council Meeting. If I should come I will arrived in Cincinnati about 9:30 P.m. on Friday Feb. 9, 1962.

Yours truly
Claude Figgins

2363 Valley Vista Rd.
Louisville 5, Kentucky
January 21, 1961

Miss Fredrika Teer
Assistant to the
Field Director
Congress of Racial Equality
38 Park Row
New York 38, New York

Dear Miss Teer:

Please find enclosed my reservation for the National Council meeting this February. I wish to stay at the Kemper Lane Hotel and would greatly appreciate your making a reservation for me for a four-person hotel room, if it is the practise of the national office to perform this duty. If it is not the practise of the national office to do so, your consideration is nevertheless appreciated. In any case, our local CORE chapter would be grateful for the return of the enclosed envelope with the correct notation inside.

I received information from Dan Garrison that Field Secretary Genieve Hughes and her companion will be in Louisville in the neighborhood of the 29th of this month. I am sure that their assistance will be beneficial.

Encls.

Sincerely,

Lynn Pfuhl

Lynn Pfuhl
Secretary,
Louisville CORE

February 2, 1962

Miss Dorothy Vail
Forster Hall
Talladega College
Talladega, Alabama

Dear Miss Vail:

Please find enclosed a check in the amount of $54.34 which is for 2 people round trip Trailways bus fare from Talladega to Cincinnati.

Have a pleasant trip.

Sincerely,

Shirley Sacks
Secretary - Field Department

February 2, 1962

Mr. Fred Grimer
Residence D.
Tuskegee Institute
Tuskegee, Alabama

Dear Mr. Grimer:

Please find enclosed a check in the amount of $34.10 for 2 people round trip fare from Tuskegee to Cincinnati.

Have a pleasant trip.

Sincerely,

Shirley Sacks
Secretary - Field Department

This is for Greyhound Bus.

February 2, 1962

Mr. Henry Thomas
1106 Magnolia Drive
Huntsville, Alabama

Dear Hank:

Enclosed please find Greyhound bus fare for 3 people round trip from Huntsville to Cincinnati a check in the amount of $36.15.

Have a pleasant trip.

Sincerely,

Shirley Sacks
Secretary - Field Department

SS
Enc. (1 check)

cal groups working

OF

CORE

RACIAL EQUALITY

bolish racial discrimination by direct, nonviolent methods

38 PARK ROW
W YORK 38, NEW YORK
COrtlandt 7-6270

Carl Rachlin, Esq.
general counsel

ADVISORY COMMITTEE
Ralph Abernathy
James Baldwin
Roger N. Baldwin
Algernon D. Black
James B. Carey
Allan Knight Chalmers
Grenville Clark
John Cogley
Earl B. Dickerson
Eugene E. Frazier
Harold Gibbons
Roland B. Gittelsohn
Sidney Hollander
George M. Houser
E. Stanley Jones
Bishop F. D. Jordan
Martin Luther King
Douglas Levin
David Livingston
Will Maslow
A. J. Muste
Dorothy Norman
A. Philip Randolph
Ira DeA. Reid
Walter P. Reuther
Hobson R. Reynolds
Jackie Robinson
Arnold M. Rose
Lillian Smith
C. K. Steele
Gardner Taylor
Howard Thurman
Bishop W. J. Walls
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Rudolph Lombard
1st vice chairman
Henry Hodge
2nd vice chairman
Anna Holden
secretary
A. D. Moore
treasurer
James Peck
COREIator editor

regional representatives
David Dennis
Daniel Garrison
Julius Hobson
Wester Sweet

STAFF
Edward Blankenheim
B. Elton Cox
Thomas Gaither
Richard Haley
Norman Hill
Genevieve Hughes
James T. McCain
Henry Thomas
field secretaries
Gordon R. Carey
field director
Marvin Rich
community relations director
James Farmer
national director

January 31, 1962

Dear Freddie,

Please excuse me for my unexcusable delay in getting information to you. This is to inform you about hotel accomodations for CORE members from Alabama.

To Cincinatti

There will be a total of 14 people coming from Ala.

17.05 34.10

Two from Tuskegee will need all expenses paid in order to attend.

Round Trip $ ~~[illegible]~~ $15.50 + 10% Tx

Four from Talladega, two of them will pay their own expenses, two will need assistance.

$27.17 $54.34
~~24.70 + 10~~ Tx

Eight CORE members will come from Huntsville, three of these persons will need expenses paid.

$10.95 + 10%
1205
~~24.10~~
36.15

Below are the following names and addresses of the individuals planning to go. All correspondence should be addressed to such persons.

Check made out To:

Trailways

Talladega: Dorothy Vail
Forster Hall
Talladega College
Talladega, Ala.

Greyhound

Tuskegee: Fred Grimer
Residence D.
Tuskeegee Institute,
Tuskeegee, Alabama

27.17
27.17
54.34

Huntsville: Hank "T"

In the case with Talladega and Tuskeegee, send two bus or train tickets to the individuals I have specified.

Sincerely,
Hank
Hank

AMSO

Greyhound

15.50
1.55
17.05

1239 Vaughn Street
Shreveport, Louisiana
January 6, 1962

Mr. Fedricka Teer
Congress Of Racial Equality
38 Park Row
New York 38, New York

Drea Mr. Teer:

This letter is in reguard to your letter of January 2, concerning the CORE National Council meeting to be held February 10, and 11 in Cincinati-Covinton at which there will be two representatives of Shreveport CORE present.

The memo received from Mr. Carey stated that he would like suggestions for the agenda. I am in no position to make suggestions for a complete agenda, but would like to make suggestions for matters that I consider as being of utmost importance. First, we find that CORE is expanding nation wide more rapidly than we are receiving funds to facilate local CORE groups. We should work on fund raising drives sponsored by local groups to balance our budget with our growth. Secondly, within our organization staff, particularly Field Secretaries. We have a numberof persons who, Because a particular section of the south becomes difficult to work in due to complacent people and negative attitudes as well as oppositing whites, request to be moved to a different location. I feel that we should try to determen some means by which we can get dedicated people, who are willing to stick with the job until it is completed, in these positions. Finally, The matter of complacency within a community and how to combat this problem should be throughly discussed.

Thank you for your time and consideration.

Respectfully Yours,

Levert H. Taylor
Levert H. Taylor,
Chairman: Shreveport CORE

1962, Council

CORE - Congress of Racial Equality
38 Park Row, New York 38, New York

FOR IMMEDIATE RELEASE

ATTN: Marvin Rich CO 7-6270

CORE Expands Action Program

Cincinnati, Feb. 12: Delegates to CORE's National Council voted to push mopping-up operations on the Freedom Rides while expanding activities in other fields.

CORE National Director James Farmer said after a strategy meeting with 225 leaders from CORE groups across the country: "Segregation is disappearing in transportation and terminals in Southern and border-line states except Mississippi and Louisiana."

Mr. Farmer said the council had ordered CORE to use nonviolent means to achieve the following:

Increase the hiring of Negro actors in theatres, motion pictures and television; change the "inaccurate and distorted portrayals of Negroes and other minority groups in mass media; expand Negro voter registrations, especially in the South; end hiring discrimination in national retail chain stores; and de facto school segregation resulting from restricted housing in many Northern areas, and eliminate discrimination in eating places along Federal highways.

###

CORE- Congress of Racial Equality
38 Park Row, New York 38, New York
Cortland 7-6270

CORE LOCAL GROUPS - FEBRUARY, 1962

Affiliated: 53

- Arizona, Tuscon
- California, Berkeley
  - Los Angeles
  - Richmond
  - San Fernando Valley
  - Santa Clara Valley (San Jose)
  - Santa Monica - Venice
- D.C. Washington
- Florida, Miami
  - St. Petersburg
  - Tallahassee
- Illinois, Alton
  - Chicago
  - East St. Louis
- Iowa, Iowa City
- Kentucky, Lexington
  - Louisville
  - Madison County
  - Northern (Covington)
- Louisiana, New Orleans
  - Shreveport
- Maryland, Baltimore
- Massachusetts, Boston
- Michigan, Ann Arbor
  - Detroit
- Missouri, Columbia
  - Kansas
  - St. Louis
  - St. Louis, County
- New Jersey, Newark-Essex
- New York, Brooklyn
  - City College
  - Long Island
  - New York
  - Rochester
  - Staten Island
  - Suffolk County
- Ohio, Cincinnati
  - Columbus
- Pennsylvania, Philadelphia
- South Carolina, Clarendon County
  - Florence
  - Greenville
  - Marion County
  - Rock Hill
  - Rock Hill (Student)
  - Spartanburg
  - Sumter
  - Sumter, (Student)
- Tennessee, Memphis
  - Nashville
- West Virginia, Charleston
  - Huntington

Up for Affiliation : 8

- Alabama, Huntsville
- California, San Francisco
- Colorado, Denver
- Connecticut, New Haven
- Louisiana, Baton Rouge
- New Jersey, Bergen County
- Virginia, Alexandria
- Washington, Seattle

Current Interest: 13

- Alabama, Birmingham
  - Talladega
  - Tuskegee
- Connecticut, Univ. of Bridgeport
- Maryland, College Park
- Michigan, Grand Rapids
- New York, Bronx
  - Long Island University
  - New York University
  - Westchester
- North Carolina, High Point
  - Salisbury
- Ohio, Dayton

RESUME OF GROUPS UP FOR AFFILIATION:

Huntsville, Alabama The Huntsville, Alabama group was organized by Henry Thomas in November, 1961. Sit-ins were held daily at lunch counters in variety stores. The lunch counters at Montgomery Ward are now open. The group has worked on desegregating symphony orchestra concerts. Henry Thomas has worked closely with the group and has been the recipient of violence there along with Marshal Keith. Richard Haley has also worked with the group. Both he and Henry Thomas highly recommend this group for affiliation.

San Francisco, California San Francisco CORE was organized in June, 1961. The group has met all formal requirements for affiliation. Field Secretary Genevieve Hughes has visited them and reports that they are doing a good job. They have worked on such projects as picketing the Governor of Mississippi when he was in California, picketing the Washington Redskins, a housing workshop and fund raising for the Freedom Riders. They are currently engaged in planning rental agency sit-ins and in making plans to alleviate de facto school segregation in the community.

Denver, Colorado Denver CORE was organized last September by Mary Hamilton and has since met all formal requirements for affiliation. They have been working in the area of housing and have been instrumental in breaking down some of the discriminatory practices in that area in Denver. The group was visited by Field Secretary Genevieve Hughes. She heartily endorses them.

New Haven, Connecticut New Haven CORE has been a functioning CORE group since September, 1962. They have been working in the area of housing and have achieved considerable results in focusing community attention on the lack of adequate housing for Negroes with a view toward improving the situation. Field Secretary Norman Hill has worked with the group and they have been visited by Richard Haley. Both are enthusiastic about the chapter.

Baton Rouge, Louisiana This group was organized in November, 1961 by Field Secretary Dave Dennis. It has since seen the concerted efforts of Rev. Cox, Jerome Smith (Field Secretaries) and Marvin Rich. This group has made national headlines with its projects. They have been met with almost every conceivable obstacle in their struggle to begin to desegregate their community. They have met every situation with the true CORE spirit and are enthusiastically recommended by everyone who has worked with them.

Bergen County, New Jersey Bergen County CORE has been active since the Fall of 1961. Their first project, working to alleviate de facto segregation in the Bergen County school system, received a great deal of publicity and is still in the process of being negotiated. Field Secretary Norman Hill has worked closely with this group and feels that it is "exceptionally competent".

Alexandria, Virginia Alexandria CORE has been an active CORE group since October, 1961. Last year's Action Institute was conducted in Alexandria and the group has followed through on the projects started then. They very successfully handled a merit hiring campaign. Field Secretary Hank Thomas has worked closely with them and feels that they are an excellent group.

Seattle Washington Seattle CORE was organized in July, 1961. Since that time they have conducted a successful boycott of a chain store that resulted in all their demands being met. They are an extremely well-coordinated group. They are highly recommended by Field Secretary Genevieve Hughes, who visited them while on a West Coast tour.

February 10 - 11

STAFF REPORT BY THE NATIONAL DIRECTOR

Rarely has any organization in the nation's history experienced, in one brief year, such mushrooming growth and impact as has CORE in the year 1961. Just keeping on top of that growth and expansion is a major task. Assimilating the new growth has become a staggering job. Controlling and directing it into constructive and creative channels requires the patience of Job and the wisdom of Solomon, which none of us possesses.

And that is why we are here. This is not for any of us a vacation. It is a working council meeting. Your national office and staff need the benefit of your thinking, and your collective wisdom and insight on the vexing problems that confront us all in order to perform with effectiveness the duties with which you have entrusted them.

There are more than problems facing us. There are also challenges. Your efforts in the past year -- in the Freedom Rides and in your own local activities, have helped to create a climate wherein segregation can be battered down with greater speed than ever before, and bias brought to heel. To fail to plan with foresight and vigor at this stage in our struggle would be criminal. The necessary planning cannot be done by your staff in a vacuum. We must have your thoughtful deliberations.

The CORE staff, both in the national office and in the field, has worked with diligence and dedication, and, without exception has done a highly creditable job. Since the last convention, that team has remained in tact with two exceptions. James R. Robinson, Membership Director, resigned in October to assume the post of Assistant Director of the American Committee on Africa, and Edward Blankenheim, field secretary resigned in January for family reasons. Five persons have been added to the field staff: Norman Hill of Chicago, Dave Dennis and Jerome Smith of Louisiana, Mary Hamilton of California and Frank Robinson of South Carolina. None of these persons are new to CORE activities, and their addition to the staff should greatly strengthen our nonviolent striking power. They join a team of field secretaries who have been tried by fire, and whose effective and often heroic services to CORE have helped to give nonviolent direct action its present dominant role in the civil rights struggle. "1961", observes Gordon Carey "will be recorded as the year in which CORE moved into the deepest South." The report of the Field Department which has been headed by Gordon Carey with Fredericka Teer as the assistant follows:

Field Report

Prior to last year, New Orleans and Tallahassee were the only CORE groups in the most resistant South. It was CORE's Freedom Ride which brought the nonviolent struggle into the States of Alabama and Mississippi. It was this ride that paved the way for the first court ordered desegregation in the State of Mississippi and it was this ride that brought about the major ruling of the Interstate Commerce Commission which implemented the Supreme Court decision outlawing bus terminal segregation. Since the Freedom Ride, we have seen nonviolent direct action campaigns carried out in many deep southern cities -- not only by CORE, but by other organizations as well. Shortly over a year ago most observers felt that Mississippi and Alabama were not yet ripe for direct action. But at the 1961 council meeting CORE authorized the staff to undertake the Freedom Ride. Now, the state that brought violence to the Freedom Riders and the state that has outlawed the NAACP for many years has two active CORE chapters and others in formation. The technique of nonviolent direct action has become firmly imbedded in the framework of the civil rights movement.

The North has also seen change. Where only a year ago CORE was talking about housing campaigns, we have today many chapters actively engaged in effective housing projects. Boston CORE, New York CORE, Brooklyn CORE, Chicago CORE, and others have experimented with the housing sit-in. It has proven effective. In Denver our new CORE chapter is engaging in direct action against residential segregation. Much of the energy that was expended in the North to bring Woolworth to its knees has been channeled into action projects within the local community.

And in the Upper South, Freedom Rides on Route 40, sit-ins and picketing have brought integration nearer in Maryland; and Lexington, Covington and Richmond CORE continue battering down the barriers in Kentucky in public places and employment.

In the past year, the number of CORE chapters has expanded phenomenally. Following the council meeting a year ago, there were 39 affiliated chapters. Today there are 64. This represents increase in one year of over 60%. Many of these 25 new chapters have been in the South. We now have our first chapter in the State of North Carolina and have organized chapters in Alabama as well. Other chapters have been organized in states that are new to us or states where CORE has not been active for many years. New Jersey, Colorado and the State of Washington all represent areas of important growth for CORE. During the past two years, chapters have been organized at the rate of almost 2 a month. It appears that this growth will continue.

The field staff has also gained in number and stability during 1961. A year ago CORE had 5 field secretaries. During 1961 it reached a peak of 10 field staff members. In addition to organizing new chapters, the field staff has been able during the past year to provide more servicing for CORE chapters than ever before. Five branch offices are established. One of them (New York) is already in operation and others are under way in New Orleans; Sumter; South Carolina St. Louis; and California.

Last summer, CORE's training program expanded dramatically. For the first time, a training institute was held on nonviolent techniques in fighting housing discrimination. This Institute was held in Boston under the direction of Marvin Rich. The Action Institute trained 30 people from across the nation in the techniques of nonviolent direct action. Out of this Institute grew Alexandria CORE. In the coming year CORE hopes to expand the Housing Institute into a three week program that would deal with housing and employment as well.

One of the current challenges that the organization faces is the utilization of college students within our branches. The staff makes the following recommendations in regard to college chapters:

> CORE will encourage college students to work first toward the development of community-wide CORE chapters. When this seems impractical or when a community chapter already exists, we will consider affiliation of autonomous campus chapters. It is generally agreed that staff should work toward increased activities on college campuses both North and South. We should investigate the possibility of employing a student secretary who would concentrate on college program. It is also suggested that we develop a student advisory committee made up of student leaders. The student advisory committee's function would be to advise CORE staff on utilization and involvement of college students. It is also deemed desireable to hold

student conferences on either a nation-wide or regional basis. Consideration should be given to devoting one day of the National Convention to students.

Involvement of high school students in CORE activities presents another and more serious problem. The staff generally recommends that high school students may be used in local projects depending on local circumstances. It is suggested that persons under 18 years of age not be used on regional projects or activities that involve interstate travel. It is further suggested that CORE, as a matter of policy, not affiliate high school groups to the national body. However, there are three circumstances in which high school groups might be associated with CORE:

1. Organizations that are primarily, but not exclusively made up of high school students may apply for affiliation on the same basis as any other chapter.

2. High school branches may be organized by already existing chapters. In this case, the high school group would become a part of the older CORE chapter and would not affiliate with the national organization. Certain specifications or suggestions would have to be worked out for the relationship between the high school chapter and the community CORE group.

3. Other high school groups which want to work with CORE can call themselves student committees in support of CORE or by some similar name and cooperate with national and local CORE without affiliation.

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All of us have helped to build CORE, and have propelled ourselves and many others into nonviolent action. But how have we related to the larger community?

"During the past year we have been eminently successful in the attempt to establish in the public mind the image of CORE as a major race relations organization", reports Marvin Rich. The community relations department which Marvin heads with William Larkins as the assistant, reports as follows:

Community Relations Report

We have achieved the stature of a major contributor in the struggle for equal rights in America today. We have also been able to identify CORE as an action organization operating on a national level.

These identifications have benefited the national organization and the local groups as well. Because of the tremendous interest in the Freedom Rides and the general CORE program local groups have been able to increase their membership and the effectiveness of their program.

Yet a good deal still remains to be done. As our groups increase in number and as existing groups grow in size it is important that we continue to educate our own members. As we reach into new communities it is also important that we reach the minds of the largely indifferent public and of the segregationists themselves. We must continue to emphasize that CORE is an interracial organization from top to bottom; among its officers, its staff, its groups and its associate members. We must continue to emphasize that CORE is a national organization; that discrimination exists in every portion of the nation and that CORE groups in every portion of the nation are using direct nonviolent action methods to root it out. We must continue to emphasize and develop our nonviolent philosophy.

The basis for the CORE community relations program is of course the action program of national and local CORE. No mass media is interested in our philosophy apart from the way in which we put the philosophy into practice. We have been increasingly successful in persuading magazines to publish articles of interpretive reporting of CORE and of the nonviolent direct action struggle today.

We have been less successful in achieving this with the major television and panel shows. However, the special events programs have been concerned and we hope to be more successful in the months to come.

During the past year we have investigated pretty thoroughly the possibility of establishing a magazine on nonviolence. It appears that the publication cost per copy on the basis of the circulation of 2,000 copies would be 45 cents. If we could be assured of a circulation of 5,000 then the cost per copy would be reduced to approximately 30 cents. The first price seems high and the second estimate of circulation seems greater than we can hope for at once. We are discussing with several foundations the possibility of their support during an initial one or two year trial period.

<ins>Fund-raising</ins> - Both special fund-raising and direct mail fund-raising are very intimately related to the entire program of educating and informing the general public. As we secure wider acceptance from the community, it is easier to secure financial support for our program. Speaking tours of student leaders from the South have helped to increase support for the action program and the financial base which is so necessary. During the past fiscal year (since June 1, 1961) special fund-raising has totaled $200,000. During the same period last year, special fund-raising totaled $27,000. Special fund-raising now represents more than 50% of our income. Two years ago special fund-raising represented far less than 5% of our income. During the coming year we will have to spend a great deal of effort to build up the direct mail so that our members will contribute more than half of our income once again.

<ins>Literature production</ins> - The CORElator, under Jim Peck's editing, has expanded both in number of issues and in distribution. We now publish 50,000 copies of the CORElator nine times a year. It is one of our most important tools in telling the story of CORE action throughout the country. We want to include a story of the activities of each group in the CORElator. Please send us reports and <ins>pictures</ins> of your activities.

We will be glad to place one member of each group on the mailing list to receive our press releases. In this way you will be apprised of activities throughout the country very rapidly.

During the past year we have published 35,000 copies of <ins>Jailed-In</ins>, the report of the nine CORE members who spent thrity days on the road gang in Rock Hill, South Carolina. In addition we have published 10,000 copies of <ins>Sit-In Songs</ins> and have revised and enlarged <ins>Cracking The Color Line</ins>. 25,000 copies of the new edition have been ordered. We have also reprinted two articles from the Amherst Alumni bulletin in the form of a pamphlet <ins>The Freedom Riders</ins>. <ins>The CORE Way</ins>, originally published in 1946, has been reprinted. This will provide some historical perspective for the thousands of people who write and ask about CORE's early years. We also reprinted an article by Joseph Barry on the meaning of jail and Jim Farmer's article in the Progressive on the experiences in Parchman Penitentiary. A three-page reprint summarizing the reports of the United States Commission on Civil Rights is now available. Jim Peck's new book Freedom Ride has been just published by Simon and Schuster. It should be very widely distributed since it tells the story of both the 1961 and the 1947 Journey of Reconciliation as well as many of the CORE action projects in the years between.

Pending projects in this field include a manual on the use of the socio-drama, a lesson outline on nonviolence for the use of CORE groups, and a mimeograph history of CORE.

Film - The Social Action Commission of the African Methodist Episcopal Church has had a film on the Freedom Rides produced. This film was done under our supervision; it is narrated by Jim Farmer and uses much of the television footage taken at the time. The distribution of the film is being handled by the Lockhart Agency. It is our hope that the film will be very widely shown before civic and fraternal associations, college groups and others. This is an opportunity to tell the story of CORE action before a vastly expanded audience. It is also hoped that the film will bring a significant financial return, thus helping to pay the cost of the Freedom Rides themselves.

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In any fast growing young organization, the danger always exists that the national headquarters, which should be a fountainhead, may, because of the huge burdens and increasing demands put upon it, become a bottleneck. This we intend to avoid. The problems, succinctly, are: 1. functional machinery and 2. program.

To begin the process of evaluating our functional machinery, we started with the national office. In the fall of 1961 we engaged efficiency experts, the voluntary organization management department of our auditing firm Apfel and Englander, to make a study of our operation with a view to operational efficiency and sound procedures. In January we received their other comprehensive report, making numerous valuable suggestions regarding membership maintainance, mail and cash control, office management, additional clerical staff, new equipment and office layout. Most of their recommendations will be put into effect as soon as practicable, and re-evaluated after a reasonable period of time.

In addition, the efficiency experts recommended that the membership procurement function of the membership department be assumed by the community relations department, inasmuch as direct mail fund-raising and special fund-raising logically go together, and that the membership maintainance function of the membership department be assumed by the office management department. This change has already been instituted on a de facto basis as an interim measure. To make this structural change permanent, no doubt, a constitutional change will be required. I suggest that this national council recommend such a constitutional change to the forthcoming convention.

There are, of course, problems of functional machinery which no outside specialists could grasp in a few weeks time. One such problem in the enormous increase in the responsibilities placed upon our Field Department. It's tasks are: organizing, servicing, program (and national projects) and training -- the planning, supervising and execution of any one of which is more than a man-sized job. Combined, they are simply beyond the power of any one man to control.

Therefore, on the recommendation of the Field Director, I have, effective February 1, 1962 and on the approval of the National Action Committee on January 26, divided the field department into two departments -- a Department of Organization (and Servicing) and a Department of Program (and training). The former Field Director, Gordon Carey, is now Program Director; and James McCain, the former Senior Field Secretary, has accepted the post of Director of Organization. Their respective assistants are Norman Hill and Fredericka Teer.

Former Field Secretary Richard Haley has accepted the position of Assistant to the National Director, also effective February 1, 1962. It is expected that this will free the National Director for closer participation in the deliberations and actions of the Community Relations, Program and Organization Departments -- in other words, better co-ordination of the work of CORE. It will also give the National Office the benefit of the proven abilities and unique talents of James McCain and Richard Haley. This does not mean that they are lost to the Field: both intend to do a good deal of travelling, as do other members of the national office staff, to maintain close communication with our battle fronts.

On behalf of the new Director of Organization, I wish to announce that Genevieve Hughes will be assigned to the West Coast regional office, and a new field secretary, Frank Robinson of South Carolina, former regional representative, has been assigned to the South Carolina office to replace McCain. Announcements of staffing of other regional offices and assignments of other field staff members will be made shortly.

Another peril in our rapid growth which requires an adjustment in our functional machinery is the danger that in our increasing size we may lose a measure of membership participation in the affairs of the national organization. No one desires more passionately than your national staff that this not occur. The necessary steps to prevent it must be pondered by this council and its recommendations made to the next convention. It is expected tha the national officers will have a suggestion for your consideration at this council meeting in that regard.

Program

The new Program Department would like suggestions and approval for a limited number of CORE projects which are to be carried out by the national office. It is understood that these national projects do not supplant or replace local projects carried out at local initiative. The Program Department would like to submit four major and four minor projects to be undertaken by the national organization with cooperation from the chapters. The four major projects would be: Follow-up on Freedom Ride, Freedom Highways, Retail Chainstore employment and employment of non-white actors in the theatre and movie industries.

Less important, but still vital projects, are continued efforts at employment of Negro flight crew by U.S. Airlines, library desegregation, desegregation of YMCA's and YWCA's, and continued efforts to desegregate lunch counters throughout the South. A number of special projects will be undertaken as well. Among these special projects would be helping to develop a cooperative industry in Haywood County, Tennessee. Another may be direct action against segregation in State Legislatures, Courts, etc.

The Program Department will also work to help local chapters and develop projects in the areas of housing, schools and voter registration. These three fields cannot be attacked by a national project or project as such in that the solutions would vary from community to community and there is no central organization or corporation as the target for nationwide demonstration. Segregated schools, segregated housing and denial of equal access to the ballot box are considered to be areas of prime importance for CORE activity. During 1962 we will attempt to develop programmatic ideas and literature (including

"How to Do It" tracts) which can be sent to the chapters as an aid in working in these fields.

Training - It is suggested that CORE's training program should be geared to attain 3 primary objectives. First, the training program would be aimed at developing new techniques for tackling problems North and South. Second, it would be geared toward imbuing in the organization a deeper concept of what CORE means by interracialism and the development of an interracial society. Thirdly, we would seek to give deeper understanding in the philosophy of nonviolence. Some of CORE's activities in our recent history have emphasized direct action to the exclusion of a conception of basic goals. A major dilemma facing CORE is that in practice we have not resolved the conflict of jail vs bail. Training of our own membership and staff is considered basic to the growth in depth, as well as in size, of the nonviolent struggle.

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I have tried in this brief staff report to give as objective a look as possible at our beloved organization -- its progress and a few of its problems. We have taken great strides in the past year. We have also made mistakes. Who hasn't? But the difference between animal habit and human intelligence is the difference between repeating mistakes automatically on the one hand, and trying to correct them in the present and prevent them in the future on the other.

CORE must never succumb to the tyranny of habit, but must ever maintain the freshness of thinking and creativity of action which has made it significant. We must be conscious of the responsibility which our prominence in the struggle places upon us. As we accelerate our demolition work, the toppling of barriers, -- and accelerate we must, we must not lose sight of our architectural duties, the building of bridges. For our objective is not a fractured and barren land of hostile men and fallen walls. It is, rather, an open society where free men dwell -- race having lost its power to poison, to cripple and to divide.

MINUTES

NATIONAL ACTION COUNCIL MEETING

New Orleans, Louisiana
December 22-23, 1962

Explanatory note on form of Minutes: Because most items on the agenda were discussed with the aid of memoranda that had been previously prepared by the staff, the sense of the discussion would not be clear without some summary of these memoranda. Therefore, where indicated, in addition to a summary of the discussion itself, there will also be a summary of the relevant memorandum.

Persons in Attendance:

National Action Council Members

Oretha Castle
Val Coleman
Robert Curvin
Mark Dodson
James Farmer
Alan Gartner
Anna Holden
Doris Hollis
Ed Lewinson
Julia Lewis
Rudolph Lombard
A. D. Moore
Charles Oldham (Chairman)
Carl Rachlin
Ralph Rosenfeld
Edward Singler
Earl Walter

Staff

Gordon Carey
James McCain
Marvin Rich
Marvin Robinson

The agenda was presented by the Chairman and approved.

I. CONVENTION

Summary of Memo prepared by Richard Haley:

Dates for the convention are Thursday, June 27 at 8 p.m. to Sunday, June 30 at 5 p.m. in Dayton, Ohio. Plans are being made based upon an estimated attendance of 160 persons. It was suggested that an authorization form be drawn up for certification of delegates. A sample form was included.

Accommodations - Contact has been made with the Hotel Biltmore and reservations have already been made for the officers and staff.

Suggested schedule included the public meeting, invitational luncheon, dinner dance, as well as plenary sessions and workshops.

Estimated expenses would total $38 per person for food, housing and registration.

A list of prominent persons who might be contacted as speakers for one of the public meetings was given: Wiley Branton, Charles Diggs, Hobart Taylor, Walter Reuther, Robert Kennedy, and G. Mennen Williams.

Summary of Discussion:

It was suggested and accepted that the invitational luncheon be dropped from this year's convention because it is too time consuming and also because there would be another activity where the public would be invited to participate. It was felt that instead of the luncheon more time should be allocated to workshops. It was also decided that the Sunday afternoon session start at 12 Noon and conclude at 3 p.m. in order that delegates might participate and still be able to make homeward connections. The feeling of those present was that the estimate of 160 persons was low and that more should be planned for.

Speakers - A number of additional names were suggested --- Senators Javits and Humphries, Robert Weaver, Governor Rockefeller, and the current governor of Ohio. Val Coleman suggested that Robert Kennedy is too often cast in the role of an antagonist and therefore would not be appropriate and we should try to get someone who is related to the CORE approach rather than provide a forum for any and all politicians. Carl Rachlin felt that we should not underestimate our importance and that it would be possible and desirable for us to get one of the top names suggested. The idea was put forth that we might have a name person for the public meeting and a CORE-type person for the dinner meeting. No formal decision was made.

Eligibility of Delegates - The idea of a form for certification of delegates was accepted. It was decided that there should be a Credentials Committee chaired by the Secretary.

Workshops - Anna Holden bemoaned the lack of planning for workshops at past conventions and stressed the need for advance assignments so that those persons who are to lead workshops will be aware of this before convention time. There was general agreement that the workshops were one of the most important parts of a national convention and therefore should receive more emphasis than they had in the past. A committee consisting of Anna Holden, Oretha Castle and Gordon Carey was appointed to make a report back to the Council on suggested workshop topics. The report contained the following suggestions:

1. Instead of two sessions as now scheduled there should be three sessions, lasting two hours each. These sessions would be from 1:00 p.m. to 3:00 p.m., 3:30 p.m. to 5:30 p.m., and 7:00 p.m. to 9:00 p.m.

2. There should be a "resource" person who is notified in advance of his participation in the workshop so that he (or she) will have time to prepare materials. Such a person could handle three workshops within the schedule indicated in #1.

3. Each workshop session should have one person assigned to summarize the workshop activities and conclusions but there should be no required report back to the general convention.

4. The workshops could be conducted in the following suggested categories which were agreed upon by the NAC. (These categories are not exclusive and can be expanded.)

(a) Housing
(b) Employment - How can CORE eliminate discrimination in:
    1. Labor unions
    2. Covernment employment
    3. Private industry

(c) Schools
    1. North
    2. South

(d) Public Accommodations

(e) Community relations
    1. Reaching the Negro community
    2. Relations with other community groups (i.e. ACLU, NAACP, churches,etc.)

(f) Chapter development
    1. Organizing a workshop
    2. Chapter coordination
        a. national level
        b. regional level

(g) CORE philosophy
    1. Meaning of nonviolence
    2. Interracialism (meaning of nationalism)

(h) Negotiation - how to prepare and conduct

(i) Voter registration

(j) Projects for Deep South

(k) Police brutality

(l) Selective patronage - implementation

(m) Legal proglems - where does the individual stand legally?

II. FINANCIAL REPORT

A. D. Moore, Treasurer, presented a summary of income and expenditures for the period ending November 30, 1962. Total income for the period was $257,840.64 and total expenses were $279,049.23, making a net deficit of $21,238.59. It was pointed out that this covered half the year but only about 35 per cent of the budget was realized; however, the three worst fund raising months were included in this period. There was a brief discussion on how some of the income figures fall below expectations. Charles Oldham suggested that future reports be made up in comparative form so that it would be evident where we have underspent and where we have overspent.

Marvin Rich discussed the income from holiday cards: $41,000 was grossed, with expenditures of $40,869. However, it was noted that in addition to a small amount that is still to be received, almost $7,000 in contributions came in as a result of this promotion and our list was expanded.

Suggestions for future holiday card promotions included: having local stocks of cards, improving the quality of the promotional folder, improving the quality of the cards, adding more new cards.

It was noted that where new lists were used for fund appeals, usually the income gained only covered the expense, but, more important, we gained good names of potential supporters.

The possibility of a large fund-raising affair to be held at Madison Square Garden in the spring was mentioned.

Jim Farmer sees continued financial difficulties ahead and feels that we need at least $50,000 in reserve in the summer when our income is normally the least. He also felt that there would be need for greater local fund raising.

III. ASSOCIATE MEMBERS

The issue of associate membership which had been previously discussed at the NAC Steering Committee meetings came up. The suggestion is that local chapters help solicit associate members whose contribution to CORE would be financial. There would be various categories based upon the amount of contribution, and the money so raised would be shared between the local group and the national office. Many of the NAC members felt that there is a danger to local action groups if fund raising and organization becomes central. It was generally agreed that there is a need for more funds. It was also noted that the proposal for associate members recognizes that these members would not have any say in policy of local action groups. Such an associate membership campaign would be coordinated by the Community Relations Department.

Mark Dodson felt that contacts made in soliciting associate members would be helpful to the general work of local groups. Ed Singler felt that this approach would change the whole nature of CORE and that action projects would suffer if fund raising becomes central. Charles Oldham felt that from the 63 affiliated groups it should be possible to raise from $30,000 to $50,000 a year. He wondered, however, if individual programs of local fund raising might be better than a nationwide associate membership campaign as a means of raising the money.

Grodon Carey noted that Charleston, West Virginia had 1,000 associate members during its most active period. He also sees this program as an opportunity to get into the Negro community.

Marvin Rich stated that the new postal increases make new methods of fund raising necessary. He felt that we should be able to get speakers from the National Advisory Committee who would be able to make fund raising tours.

A. D. Moore felt that this type of program would not work everywhere; therefore, he suggested that fund raising methods be sent to each chapter and that each chapter choose those methods most appropriate to its situation. Gordon Carey felt it necessary to try this on a nationwide basis with the possibility of compressing the membership drive into one month. Marvin Rich clarified the idea of a three-month campaign to mean that speakers would be available during this period and that each chapter would choose its own time within the period.

Anna Holden requested analysis of potential fund raising with this method in terms of existing chapters.

Jim Farmer has had indications that the western cities could and would use this program as well as Long Island and several of the eastern and Ohio groups. He was not sure that the Associate Member program would detract from an action program.

A motion was made by Alan Gartner that the associate membership program be implemented as proposed in the memorandum on associate membership, with the understanding that this program is to be evaluated at the next convention. This was seconded by Ed Lewinson and carried unanimously.

IV. REPORT FROM ORGANIZATION DEPARTMENT

A. Discussion of Regional Conferences

Jim McCain stated that there had been several regional conferences held since the convention and the general consensus of those who had participated was that these conferences had been useful and productive. In the New York area, 13 CORE groups participated. They felt that this was so worthwhile they would like to have a regional conference every three months. They are developing a coordinated project dealing with the Sealtest organization.

A conference held in Columbia, Missouri discussed civil rights problems and evaluated CORE's approach. Action projects were held in employment and negotiations, highway testing, and sit-ins. Conferences are planned for Lexington at the beginning of March and on the West Coast also sometime in March. Gordon Carey brought up the question of whether or not such conferences would supplant the yearly action institute. Jim Farmer felt that the action institute should be discontinued and emphasis should be put on the task force, but that issues of housing and employment still need meetings on a national scale.

Several of the negative aspects of the action institutes were brought up, such as the fact that most of the people who attended were those who were available, rather than the leaders of local groups and that such institutes tended to drain staff resources during the summer months when other action projects would normally be taking place. It was the feeling of the group to discontinue the interracial action institute.

B. Voter Education Campaign

Jim McCain stated that he felt CORE had been very successful in its work in voter education and registration in that we had some of the most difficult areas of the country to work in and had nevertheless achieved good results.

Anna Holden questioned how much civil rights gain in the South is due to voter registration effort. It was noted that the political climate of Atlanta and Memphis are tangible effects of voter registration.

Rudy Lombard also stated that this type of project ties the CORE group into the community.

A. D. Moore felt that the integration of school children was closely related to the voter registration project.

Jim Farmer said that voter registration does not aid the major thrust of non-violent direct action, but it does help the over-all struggle. He felt that about ten per cent of our effort in the last year has gone into voter registration.

C. Field Staff

It was reported that Frederica Teer, who is presently on the west coast, is resigning to be married and there is a good possibility that another field staff person will be resigning to take another job. At the present time there are no field staff representatives in Areas 5 and 6, both southeastern areas. There is strong feeling from the Council members that the vacant field staff positions should be filled as soon as is consistent with getting competent persons. Jim McCain said that it is hoped that some of the present task force will develop into field secretaries, although there is no implication that being in the task force leads into a staff position.

D. Affiliations and Disaffiliations

Anna Holden gave a resume of the situation in Ann Arbor in which the Ann Arbor Area Fair Housing Association and the CORE group were to merge and be known as Ann Arbor Area Fair Housing Association-CORE. A motion that they be affiliated was made by Ed Lewinson and seconded by Ed Singler and was unanimously carried.

Motion was made by Alan Gartner that Fort Smith, Arkansas and Toledo, Ohio be affiliated. Seconded by Ed Singler and and unanimously carried. It was noted that the Richmond-el-Cerrito, California chapter is disaffiliated due to having ceased functioning.

V. NEWSPAPER OR MAGAZINE

Summary of Memorandum:

A memo was presented which discussed the need for an organ within CORE in which the philosophy and techniques of the movement might be discussed. The ideas of issuing it as a quarterly, using a page in the CORELATOR occasionally, or having regularly issued bulletins were brought up. It was suggested that circulation might be solicited from contact list and from chapters. An editorial committee would have to be established and it would be necessary for this committee to prepare well defined policy before soliciting subscriptions or articles. Contributing editors of the caliber of James Baldwin and Lillian Smith, who would perhaps write articles but not be responsible for the functioning of the magazine, was suggested.

Discussion: (Rudy Lombard chairing)

Jim Peck who was not present sent a letter which opposed the starting of such an organ based on the following points:

1. It would be a digression from direct action.

2. It would encourage in-fighting.

3. It is not needed, as the CORE program of nonviolent direct action is simple, and

4. It is not realistic in that cooperation for this type of venture is not forthcoming, (e.g., contributions of material of non-theoretical nature to the CORELATOR are hard to come by).

Rudy Lombard felt there was a need for philosophic clarification. Anna Holden said we are not ready for a journal, but we could have an annual seminar where papers on issues could be presented. They could later be published or put on tape, or papers could be prepared tied to the Gandhi award.

Charles Oldham felt that while the discussion of philosophy of nonviolence and discussion of action techniques is appropriate, there is a need to avoid discussion groups and to keep action-oriented.

Motion was made by Charles Oldham that the idea of a regular bulletin or journal be rejected at this time, but that the staff be directed to use workshops and conferences to expand on new techniques and discussion of nonviolent approach. Further, that a pamphlet on material related to the philosophic and action bases of CORE be prepared. Seconded by Val Coleman and carried unanimously.

VI. TASK FORCE

The task force has seven persons functioning. At the present time there are no plans to expand it due to financial problems. It was explained that the task force members report financially to Gordon Carey. They give a written report of their activities to the field secretary in the area where they are operating. This report is forwarded to Gordon and shown to the rest of the staff. The task force persons are not working together as a unit, but they have been sent to different areas in North Carolina and Tennessee. It was felt that it is still too early to really evaluate the worth of this project and there was general agreement to have this evaluation in March of 1963, either at a Steering Committee or National Action Council meeting.

VII. MOVIE CAMPAIGN

Val Coleman reported a meeting with Darryl F. Zanuck where problems of the image of the Negro in employment and marketing were discussed. Mr. Zanuck agreed to adopt a merit hiring policy in his organization and has agreed to call together leaders of the industry to meet with CORE officials in order that these problems can be discussed on an industry-wide level. It was suggested that because of the fact that the movies have national distribution, they offer possibilities for national projects.

VIII. WORLDS FAIR

Gordon Carey reported that one goal is that there should be no discrimination in employment at the Worlds Fair. Baltimore CORE is planning to sit-in at a World Fair's restaurant which will be part of the Maryland Pavillion if a public accommodation law is not passed in Maryland by then. Apparently, the legislature in Maryland has been delaying passage of a public accommodations law, and it is felt that this type of pressure will help them to accelerate their activities in this area.

It was moved by Alan Gartner to support Baltimore in their project. Seconded by Ed Lewinson and passed unanimously.

It was suggested that other groups consider similar action.

IX. EMPLOYMENT

A. Kroger - Charles Oldham reported on the progress of the Kroger project in St. Louis. In 1954, negotiations caused two or three clerks to be hired. In 1958, a joint project with the NAACP resulted in some promises for employment. In 1962, Kroger had four Negro men employed full-time in 34 stores, two in the meat department, none in the warehouses, no truck drivers and no managerial staff. St. Louis CORE picketed for 35 days from early July. Kroger then promised preferential hiring, so the picket line was called off, but after 30 days 20 new persons were hired, none of whom were Negro, and the picket lines were resumed. Since that time Kroger has hired about 17 Negroes and has given a great deal of effort to public relations and have caused unions to contact CORE, but the picket lines are continuing because the requested number of new Negro employees has not been reached.

Jim Farmer read a letter from an official of the NAACP who questioned the technique of setting quotas or of requesting preferential hiring. The feeling of the group was that these tactics were justified in many circumstances, that the term preferential hiring or aggressive recruitment should be used instead of preferential treatment. Carl Rachlin noted that there are some problems of civil rights implications in working even temporarily for quotas, in that many fair employment statutes forbid designation by race. Alan Gartner noted the need for care in stating demands and requested that a memo from Jim Farmer be sent on the current status throughout the country of employment approaches.

B. Sealtest - Gordon Carey reported that national CORE has been negotiating on behalf of the New York area CORE groups and he feels that they (national CORE) should include New York CORE groups in the negotiations. Sealtest has 1,400 employees, of which nineteen are Negroes, in the New York area. They hired six persons under some pressure. A boycott was started but did not get ministerial support. Sealtest claims they have reduced their staff to approximately 900.

C. Howard Johnson - A meeting was held with Howard Johnson and several top officers who agreed to integrate all the restaurants which they own outright. There was wide press coverage on this settlement and over 100 such restaurants have been desegregated. However, they have refused to insert a nondiscriminatory clause in their franchise contracts and it is felt that they are moving too slowly.

D. Woolworths - Anna Holden wanted to know if we are still boycotting Woolworths. Charles Oldham stated that Woolworths has cooperated in opening lunch counters in many southern areas. Jim Farmer said that in discussions in the past it has been felt that the boycott should not be called off until there is complete desegregation in all of the chain stores. Gordon Carey said that there is no boycott in fact and that we should not delude ourselves; however, we should recognize that many individuals may wish not to trade until a complete victory is won. This seemed to express the feeling of the group.

E. Other - The question was raised as to whether CORE should get involved in areas that are generally considered to be labor problems. The feeling was that if there is racial discrimination, CORE has a legitimate interest.

The question was brought up as to how a call for national action should be made, with special references being made to the recent request for sympathy picketing made by St. Louis CORE. It was felt that there is very little distinction between sympathy picketing and a national project. It was also felt that requests from field secretaries should not be sent to chapters either directly or by being simply routed through the national office, but that any requests should be coordinated through the national office. Charles Oldham asked that a study be made of case histories as a means of emphasizing the need for coordination. The following motion was made by Val Coleman:

In view of specific problems arising in recent months, the National Action Council resolves that all CORE activities on a nationwide basis, whether initiated by national CORE or a local CORE group, must be originally coordinated through the national office. Motion seconded by Julia Lewis, and unanimously carried.

X. POLICE BRUTALITY

Alan Gartner reviewed a recent incident that had transpired in Boston where a clearcut case of police brutality toward a Negro student had occurred. Boston CORE has decided to follow-up on this and is going to make a project dealing with police brutality. Jim Farmer said that this area is an important fourth to employment, housing and schools as an area of concern in the North. Earl Walter said that the Los Angeles experience showed that this is an issue which is very important in the Negro community and one that can be used to bring CORE closer to the Negro community. It was suggested that a conference on housing, employment and police brutality be discussed with the use of resource persons. A press release was to be issued noting CORE's intention to emphasize this area.

Charles Oldham suggested that a memo be sent out by Carl Rachlin on the police brutality problem, incorporating the Jersey City experience of the United States Civil Rights Commission. Ralph Rosenfeld suggested that a memo also be issued on the legal implications of picketing, boycotting and sit-ins. Those present agreed that both memoes should be sent.

XI. MUNICIPAL SCHOOL BONDS

It was explained that money raised from bonds issued by Mississippi, Alabama and South Carolina is used to build segregated schools. These are tax free bonds in that no income tax is to be paid on the dividends. Many of these bonds are held by New York investment companies. Eighty per cent of southern bonds are sold in five northern states. It is our contention that they are in violation of the Blue Sky laws because they do not state that the monies used are being spent to perpetuate illegal school segregation. Therefore, the following are being considered:

1. Meetings with state officials in states where these bonds are sold to prevent their sale.

2. To bring court cases to the federal courts to prevent issuance of these bonds.

3. Court action in Washington, D. C. against the Director of Internal Revenue for not collecting tax because these bonds should not be tax free if they are in violation of the law.

4. To involve the Security Exchange Commission.

The possibility of direct action against brokers who handle the bonds was brought up.

XII. CERTIFICATE OF MERIT

Dayton CORE suggested that a Certificate of Merit be issued to all those who had been arrested in activities to do with the freedom struggle in order that they may in later life have something to show when congronted with the fact of a police record. The consensus of the group was that such a formalization was not needed, might be done on a local level and where documentation is needed in individual cases, it would always be forthcoming.

ADDITIONAL ITEMS DISCUSSED

Second National Action Council Meeting

It was suggested that due to the financial difficulties of the organization, the second National Action Council not be held. The overwhelming feeling of the group was that the intent of the convention as expressed in the constitutional section dealing with the National Action Council meetings was that there should be two meetings during the year. Moreover, it was felt that this meeting had been an effective one and that while any problem that had been discussed could have been dealt with by a steering committee, it was much healthier to have wider participation. A motion was made by Carl Rachlin to hold a National Action Council meeting, time and place to be decided by the Steering Committee. In case of extreme financial difficulty, the chairman shall conduct a poll requesting waiving of this meeting. Motion was carried.

F.B.I. Hiring

It was suggested by Gordon Carey that the F.B.I. be investigated because in many areas there is evidence of discrimination. It would be of interest to know the racial composition of the F.B.I. staffs of installations in local areas.

Relationship of CORE to Employees

There was a discussion on what our responsibility should be to employees who are arrested when they are carrying out their CORE responsibility and also in situations where they have overstepped their CORE directives. It was felt that there is a general obligation of the organization to employees. The question of what responsibility CORE has to continue salaries was brought up. There were those who felt that any person who has been kept on the payroll has the endorsement of the organization and therefore the organization is obligated to continue his pay. Jim McCain felt that this minimal protection must be given if we expect to attract good people. As to what should be done in a case where a person goes to jail due to a CORE-related activity, but who has violated CORE discipline, it was felt that such a person should be given full legal backing but not necessarily full pay. The staff was directed to prepare a memo for the steering committee, who will subsequently attempt to clarify this issue. The memo will contain an analysis and discussion of the problem.

CONGRESS OF RACIAL EQUALITY

MINUTES OF MEETING OF NATIONAL ACTION COUNCIL'S STEERING COMMITTEE

Held Saturday, September 26, 1964
48 West 125 Street, New York City

Members present - McKissick, Lombard, Ussery, Turner, Gartner, Curvin, Due, Rosenfeld, Brown, Lacey, Drake, Dodson, Castle, Sprowal, Farmer, The meeting was convened by the chairman, Floyd McKissick at 10:15 A.M. The minutes of the last meeting were approved, with the exception of the following correction: The Steering Committee is not empowered to pass the by-law on chapter incorporation but it can make that recommendation to the National Action Council for action.

Report on the Washington, D.C. trusteeship - James Farmer

Louis Smith reports that he is optimistic about the chapter in Washington. The general membership has asked to extend the period of trusteeship for thirty days.

Motion - To accept recommendation of Mr. Smith to extend the period of trusteeship.
(Farmer). Motion passed unanimously.

PRINCEVILLE Canning Co. - Gordon Carey

The Princeville Canning Co. has agreed to buy potatoes from farmers in Louisiana who had been pressured because they tried to vote. Other food distributors as the result of having been contacted by CORE brought pressure to bear on the company and the Princeville company has written the farmers, indicating that they would buy their potatoes. There was some question about the facts of this case because thorough investigation had not been carried out. CORE still has a qualified victory, however.

Treasurer's report - Alan Gartner

The treasurer submitted the following financial statement for the months of June, July and August, 1964:

TOTAL RECEIPTS......................	$268,597.40
TOTAL DISBURSEMENTS FOR PERIOD......	$280,589.55
BALANCE IN CHECKING ACCOUNT.........	$ 20,881.72
TRANSFERRED TO MISSISSIPPI ACCOUNT 8/18/64	$14,857.22

Bills Payable 8/31	$36,043.55
Taxes Payable 8/31	6,073.28
Total Payable 8/31	$42,116.83

Balance in VEP Account 8/31	$2,371.35
" " Mississippi Fund Account 8/31	1,546.12
" " CEP Account 8/31	3,851.92

It was requested that a detailed statement be made of the Mississippi Project income and expenditures. Motion: a complete monthly Mississippi statement be mimeographed and sent with the minutes of the Steering Committee to the contact list and the news media. (Turner, Farmer)

Fund-raising - Community Relations - Val Coleman, Marvin Rich

According to the results thus far it is estimated that the Dick Gregory Tour will gross $50,000. The tour has been very successful for CORE chapters on local level because it has stimulated fund-raising and enabled chapters to make new contacts. The tour could have been more financially successful if it had been concentrated in large cities alone, (Dick Gregory is scheduled to make 37 stops in 30 days), but it has served an important local function. The large appeal of the year, the budget card mailing has just gone out; expenses of the mailing are $9-10,000 and the anticipated income is $175-185,000. A new brochure is available, "Calendar of Coercion," which has been sent out with the budget cards will also be available for chapter selling and Freedom hats are also available for sale (chapters make 40¢ on each hat).
A letter from Miss Dorothy Pitman in the Community Relations Dept. was submitted to the Steering Committee by James Farmer, but was declared out of order.
The report of the department was received by common consent.

Southern report - Richard Haley, Dave Dennis, Jerome Smith, Dick Jewitt

Richard Haley presented a total program for Miss. which draws on the experience of the COFO Summer Program. The following programs are planned as part of the project:

1. Freedom Democratic Party and voter registration
2. Freedom Schools
3. Pre-school education
4. White community project
5. Federal programs
6. Community centers
7. Literacy program
8. Medical programs
9. Legal programs
10. Audio-visual program
11. Food and clothing distribution
12. Mississippi Student Union (for high school students)
13. Libraries

It was expressed that there is a need for the phasing of such a program. The Southern staff feels a real urgency for the developing political organization for 1966 and such a comprehensive program is part of their overall plan. Motion - to include in a discussion on the direction of CORE Southern program as set out by Haley. (Ussery, Dodson). Passed. Theproblems of cooperation and coordination in the Southern program were then discussed at length. Motion - CORE should hire and/or retain up to five lawyers, one of whom may be a legal co-ordinator working under Carl Rachlin and Richard Haley, for the South. (Turner, Rosenfeld). 13 for, 1 against (Ussery).

Motion - NAC approve the appointment of Dave Dennis as Program Director of the Southern office. (Farmer, Sprowal) Passed unanimously.

Detroit CORE - Triple A

Ralph Rosenfeld presented a plea for help on behalf of Detroit CORE in their dealings with AAA in that city. Motion - that CORE supports the activities of Detroit CORE in their dealings with AAA, and that the National Director be instructed to inform the AAA National office of its support and its intention to notify local chapters of this action. (Gartner, Rosenfeld).
9 for, 2 against (Brown, Turner).

The Direction of CORE - James Farmer

The National Director outlined some of the factors which must be considered in formulating a plan of direction. There is a need for an overall plan in view of a present lack of coordination and relationship between different areas of activity (i.e. jobs to schools, housing to education). Another need will be filled with the hiring of a research person. Furthermore, the development of program has to relate to the structure of CORE. It was therefore recommended by Farmer that there be a program assistant in the department of organization who would relate data to chapter activities. Another recommendation is that there be a political action department set up in Washington, the functions of which shall be to keep chapters in touch with what is going on in legislative matters, propose bills which will relate to our problems, and keep chapters in touch with agencies and programs. Mr. Farmer reported that an administrative assistant had not yet been located. Motion - that chapters be allowed to endorse canidates (Rosenfeld, Turner). Motion to table - with the understanding that the motion be part of the agenda at the next NAC meeting and that chapters be informed that such a discussion is coming and they should communicate their experience and opinions on the subject to the National office (Farmer) before the next meeting. (Gartner, Turner) Passed 11 to 2.

Legal Department

Motion - the legal department be instructed to bring back a comprehensive legal program worked out with the So. staff which will seek to solve the legal problems and will take full recognition of four year goals for the Southern region and such program be resubmitted to the NAC at its October meeting (Ussery, Drake)

October NAC Meeting

Motion - the next meeting be set up as a retreat to deal with basic program and direction, lasting no less than three and one half days (Suggested time Columbus Day weekend). (Turner, Ussery).

Report on Resolutions

Ollie Leeds, Chairman of Brooklyn CORE presented the resolutions recommended by his chapter at the National Convention which were not acted upon at that time. Motion - on the resolution reading as follows: "We propose the establishment of a National Civil Rights selectivd buying boycott list". - to support the principle of establishing such a periodic boycott list and direct staff to inquire into its feasibility. (Gartner, Farmer). Motion - refer the following resolutions to the new research assistant: "A National concerted, centralized effort to bring major urban areas back under rent control as the first step in our Anti-Poverty campaign" and "National CORE promotes the concept of fully integrated housing." Motion - the following resolutions be referred to the Dept. of Organization so that it might take a survey of membership requirements and consult with the members of the NAC and members of other chapters to work out solutions to the problems: "Uniform minimum national dues requirements for all chapters" and "Uniform membership requirements for all chapters (A. National office issue membership cards)."

Political Action Department

Recommendation that Don Wendell be hired for the job of head of the political action department to be located in Washington. (Farmer) Motion - that this matter be referred to the retreat at which time the NAC can discuss the specific job description for this post and can also meet Mr. Wendell. (Turner). Motion to table - (Gartner, Farmer) 3 for, 7 opposed. Amendement by substitution - that the National Director by instructed to present to Steering Committee a job prospectus for the Political Action Department. (Gartner, Curvin). Motion passed, 1 against (Turner).

Other Business

Motion - National Director send the following resolution to staff members: the NAC and its Steering Committee will entertain no items submitted by staff for the agenda without the approval of the National Director and those other persons whom he may designate. Where there is a regional director, such reports submitted by staff must be cleared through him first. (Gartner, Dodson). Passed, 2 against (Castle, Due). Motion - the Steering Committee meet again Sunday morning, Sept. 27 at 9:30 a.m. (Sprowal, Rosenfeld) In attendance shall be only Steering Committee members and the staff which is directly involved in discussion. (Dodson, Farmer). Motion - adopt the proposed Southern program (Castle, Dodson) as outlined below:

Program

We feel that the Southern office should begin now to develop to the extent that it can service and coordinate the program in the South. The office should be equipped with the following:

1. Research Department, to do the following:
   A. Find out the political structure of each state in the region
   B. Do extensive research on federal programs and begin negotiation with the federal government to pressure them into getting programs into the negro community.

11. Program Department. Should have a director to do the following:
   A. Create new and meaningful projects,
   B. Plan for staff workshops and community workshops in which programs are explained,
   C. Be responsible to the Southern office director implementation of programs.

111. Communications Department.
   A. Should begin to service the whole regions public relations needs,
   B. Should establish a bi-weekly newsletter,
   C. Should coordinate all press conference and press releases held in the region.

1V. Director of the Southern Office
   A. Should be in charge of all activities and departments of the office,
   B. Should have the final say on all decisions made,
   C. Should serve as liasion between the Southern Office and the National Office.

Section 111 failed to pass, but sections 1, 11, and 1V were accepted as part of the Southern office's program.

Chicago Project - Gene Tournour

The impact of the Northern task force project can be summed up in the following ways: 1) task force personnel have had to prove themselves one way or the other, 2) there has been a real impact on other community groups so that CORE is now respected and called upon to share its experience in organizing on a grass roots level and 3) the program has had a real impact on CORE chapters themselves, who now understand what it means to organize and have accepted the program. It was recommended that the three centers be seen as places to train other CORE chapters in the region in community organization and that there be tangible financial backing of the program.
Motion - that CORE support the program for the 3 community centers for six months. (Due, Curvin). Amendment - that there be a full report on this program at the January NAC meeting, including a complete financial report, assessment of successes, and failures and detailed proposals for the future. (Gartner).

Department of Organization - Jim McCain

Report from questionnaire circulated about unity groups - that unity groups do not basically hinder CORE'S activity. Total registered in July and August in the South where CORE workers are now working 6,950. The following chapters were recommended for affiliation: Palm Springs, Cal. (recommended by Chet Duncan), Tri-Cities, CORE in Richland, Wash. (recommended by Chet Duncan) and Kenosha, Wis. (recommended by Joyce Ware). Motion - to affiliate passed unanimously (Dodson, Farmer). Because the Wilson Jr. College chapter is a college chapter, action on its affiliation was referred to the next NAC meeting. The following persons hired as field secretary were recommended for confirmation: Eric Mann, John McDowell, Herbert Callender, Bruce Bains, Spiver Gordon, Mike Lesser. Motion - to confirm passed (Turner, Castle abstained).

Nominations for Vacancies on the National Action Council

Ollie Leeds, Brooklyn CORE was nominated by Farmer. Cecil Brown, Milwaukee CORE was nominated by Turner.

Report of the Committee on Northern Staff

It was the consesus of the committee that the demands of a community oriented program were such that CORE responsibilities to the community could no longer be carried out on a volunteer basis. It was therefore recommended that each chapter begin now to make plans for the selection and hiring of an executive secretary, whose salary would be paid by the chapter. It was further recommended that an intensive two week institute for potential professional leadership be set up at the end of Novembmer, open to persons recommended by chapters and screened by the National office (by application form and/or by examination). The following suggestions regarding the training institute were made:

B. 1) Who should attend? Persons should attend who are mature, have solved their basic personal problems, have some skills and leader ship ability, a basic sense of organization and are likely canidates for the position of executive secretary or other form of professional leadership in Northern CORE Chapters. They need not be present active members of CORE but can be selected from the broader community. Applicants should be screened by application form or by examination.

2) The National office should be prepared to subsidize those persons who must leave jobs and pay some part of travel expenses in those cases where chapters are struggling financially and cannot afford to send people.

3) Where? It was the feeling of the group that such an institute take place in an isolated setting (e.g. Pendle Hill).

4) What should be included?
   a. Skills in organization-how to budget, administer an office, delegate authority.
   b. Program - direction and planning
   c. How to work with groups - human relations training
   d. The Northern community - an analysis (power structure, key groups)
   e. Core history and background, present direction
   f. How to plan, set up priorities for daily routine
   g. Factual information on governmental agencies and programs
   h. Fund raising
   i. Organizing skills

5) Who should do the training: It was agreed that although some of the above subjects could be handled on the workshop level with CORE

people in charge, others required the guidance of experts which could be chosen from other groups.

6) How often? It was recommended that the institutes be held at least three times yearly in different regions but not necessarily organized on a regional basis (e.g. Phil. Ohio, West Coast)

7) In cases where chapters had no one to send or could not possibly afford an executive sec. it was recommended that leadership persons trained at the institute but not hired by local chapters be made available to these smaller chapters.

    a. Chapter might arrange to pay this person's salary for a month in exchange for his services.

    b. These persons should also be considered top priority applicants for field staff positions.

We also talked briefly about additional training for chapter members perhaps in the form of regional workshops under the leadership of the National office and the senior field secretary of the region.

Where chapters decide to make this move, a job description should be incorporated in the local constitution. Motion - adopt report (Gartner, Rosenwald) and also that the committee be a continuing committee. Passed unanimously.

REGIONAL ACTION COUNCILS

Motion - the National Director be directed to designate to the regional vice-chairman the senior field secretary of the region and that regional vice chairman shall be able to call upon such persons to assist him in convening and organizing Regional Action Councils. (Due, Ussery). The Steering Committee then became a committee of the whole to discuss the Regional Action Committee's proposals. Meeting adjourned, 4p.m.

C O P Y

7 October 1964

Mr. Gilbert B. Phillips, President
The American Automobile Association
Madison Avenue & 78th Street
New York City, New York

Dear Mr. Phillips:

The matter of fair employment is one of the major concerns of the Congress of Racial Equality. I am certain that you are aware of CORE's activities throughout the nation in attempting to secure equal treatment of Negroes. We have from time to time received complaints about the hiring practices of the American Automobile Association. I am writing now specifically about the situation regarding your Michigan affiliate.

I understand that of approximately 2,000 employees hired by the Michigan Association that less than 1% are Negroes. I am also informed that negotiations have been taking place by your Michigan affiliate and our Detroit CORE chapter for almost a year. At this point ten persons have been arrested upon complaint of the Automobile Association of Michigan on charges of trespassing. These persons are yet to stand trial. I am further informed by our chapter that the negotiations failed because the Association was unwilling to divulge information about their turnover and the kinds and numbers of positions held by nonwhites.

It is most difficult for CORE to determine whether or not a company pursues a fair hiring policy without the cooperation of the company concerned. I have been disturbed that your Michigan affiliate has not seen fit to be more cooperative. It is not unusual for a firm to supply us with the type of information that was requested by our Detroit unit.

I would appreciate it very much if I could hear from you in regard to the Michigan situation. A number of other CORE chapter expressed an interest in looking into the hiring policies of other of your affiliates. I believe it could be helpful for us to discuss this problem on the national level. I trust that you will be in touch with me as soon as possible.

Sincerely yours,

James Farmer
National Director

J:FLP

cc: Miss Gloria Brown
Chairman, Detroit CORE

MEMORANDUM

CONGRESS OF RACIAL EQUALITY
38 Park Row
New York City, N. Y. 10038
8 October 1964

TO: All Chapter Chairmen

FROM: James T. McCain, Director of Organization

Re: AAA

The enclosed letter is self-explanatory. The last Steering Committee voted to inform all of the chapters of this project of Detroit CORE. Your cooperation is asked in helping to bring pressure on AAA.

There are two things that you might do:

(1.) Write to Mr. Phillips informing him of your chapter's concern and
(2.) Look into the hiring policies of AAA in your own community.

Please send me a copy of any correspondence that you may have in this regard.

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CONGRESS OF RACIAL EQUALITY
38 Park Row, New York City, 38

NATIONAL ACTION COUNCIL MEETING

October 9 - 13, 1964

BUSINESS AGENDA

1. Minutes
2. Steering Committee Schedule
3. By-law
4. Affiliation
5. Election of NAC members
6. Financial Report--Mississippi
7. 1965 Convention Site
8. Trusteeship of East River CORE

Pesh -> 10 - 15
Leeds -> 10 - 7
Martin -> 7
Brown -> 5
A.D. Moore -> 12

PROFESSIONAL EMPLOYEES

As of October 7, 1964

James Farmer		$12,500
General Counsel		12,000
Marvin Rich		9,900
James McCain		9,500
Richard Haley		8,600
Gordon Carey		8,400
Val Coleman		7,800
Clora Coleman	Office Manager	6,700
Robert Gore	(Training)	6,400
Benjamin Brown		5,800
Mary Hernandez		4,900

Scale

National Director	$12,500	-	15,000
Administrator and General Counsel	11,500	-	12,500
Department Heads	7,500	-	11,500
Regional Directors	6,000	-	9,000
Departmental Assistants	5,500	-	8,000
Office Manager	5,500	-	7,500
Field Secretaries	4,300	-	6,700
Staff Associates	4,900	-	6,400

EMPLOYMENT APPLICATION

CONGRESS OF RACIAL EQUALITY
38 Park Row
New York City, New York 10038

DATE:________________

Please Print

Position Desired:______________________

Name:______________________________ Male___ Female___ Age_____

Address:____ Tel.______________

Bussness Address:___________________________________ Tel.______________

Soc. Sec. No.____________________ Birth Date:________ Birth Place:____________

Education:	Name of Institution	Years attended From	To	Major Field	Degree
High School					
College					
Graduate School					
Other					

Experience (List present or last position first)

Dates From	to	Firm Name and Address	Position Held	Salary

Do you drive a car?____ Own a car?____ Will you relocate?____________________

References: (Please give 2 business & 2 personal references who have knowledge of your activities in the field of civil rights.)

Name	Address	Tel.

On another sheet please give the reasons that you are interested in working for CORE and include a general statement of your qualifications.
If more space is needed use reverse side. Do not write below this line.

Interviewed by:______________________________________

MEMORANDUM

CONGRESS OF RACIAL EQUALITY
38 Park Row
New York City, N. Y. 10038
8 October 1964

TO: All National Office Personnel

FROM: James Farmer, National Director

Re: Telephone Calls

All staff personnel are instructed that they must keep a record of all long distance telephone calls made; include collect calls, calls made at the office and calls paid for by the office. The attached form for this purpose should be returned to Clora Coleman weekly.

CONGRESS OF RACIAL EQUALITY
38 Park Row
New York City, New York 10038

CORD OF LONG DISTANCE TELEPHONE CALLS DATE ______________________________

ME: ______________________________

TE	PERSON CALLED	TEL. NO.	PLACE	PURPOSE	COLLECT PD., C.C.	CHECK IF COMPLETED

FORM 20
(10/64)

CONGRESS OF RACIAL EQUALITY

Financial Authorization and Requisition

Date____________

Amount__________

Date Needed______

Payee________________________________

Address____

____
(to be filled in where request is not accompanied by invoice or check is not be picked up in office)

Purpose:____

CHARGE:		AMOUNT
7100	Member. & Finance - Mtce.	$
7200	Member. & Finance - Recruit.	
7300	Public Int. and Education	
7400	Administration	
7500	Chapter Devel.	
7600	Holiday Cards	
77	Special Fund Raising*	
8100	Program	
82	List Conferences,etc.*	
84	Publications*	
85	Projects *	
Other		

* Specify one to be indicated.____

Regurested by:________________________ ________________________
Department Signature

Approved by:____________________

____

check #______________

Date______________

Approved by__________

Note:

October 9, 1964

CORE - Congress of Racial Equality
38 Park Row, New York, N.Y. 10038

COMPARATIVE ANALYSIS OF FIRST FOUR MONTHS INCOME

Fiscal Year	Income	Percent
1959	$ 17,672	28.3
1960	23,740	16.7
1961	63,589	26.6
1962	261,003	42.5
1963	121,516	23.6
1964	244,144	27.0
*1965	281,173	25.2

*1965 is percent of budget, other years a percent of total income.

Mr. Bernie Kleiman
79 West Monroe
Chicago 3, Illinois

Dear Mr. Kleiman,

Re our conversation of yesterday please find enclosed a check in the amount of $1000.00 payable to Dick Gregory Enterprises in further payment of fees owing to Dick. This brings our total payment to a figure of $4000.00 to date.

Following is an accounting to date of receipts on the tour, and a breakdown of expenses incurred by National CORE.

CITY	NET PROFIT	LOCAL	NATIONAL
Chicago	620.33	xxx	620.33
(addl. 1500 expected)			
Battle Creek	1008.66	336.22	672.44
Charleston, West Va.	415.56	138.52	300.00
(chapter kicked in extra 22.96)			
Clevland	1362.92	454.30	908.61
(National's share not yet received)			
New Orleans			700.00
(no accounting yet)			
Dhsham, N. Car.			600.90

Natioanl CORE Expenzes to date

Printing and mailing of posters and handbills	1180.00
Air Fare, entire tour	3400.00
Expenses on the road, todate	1500.00
	6080.00

This accounts for the first six dates of a thirty one date tour. Subsequent accountings should be coming in quickly. Just guessing, Bernie, I would project an average take af around 650.00 per date which means a total take of alittle over 20,000.00 for National CORE. If we hold expenses to around 7500.00, it means we will split around 12,500.00 with Dick. I'll be send you more on the fee as soon as we see some money from the chapters.

Kindest Regards,

Val Coleman
Asst. Community
Relataions Director

Staff Relationship

ose relation

separation

origination of proposals either by
staff or NAC

staff solely responsible to Nat'l
Director (NAC has power to recommend, hire + fire)

NAC exec sessions O.K. but ~~sto~~ directors
should be included when structural
changes made - important

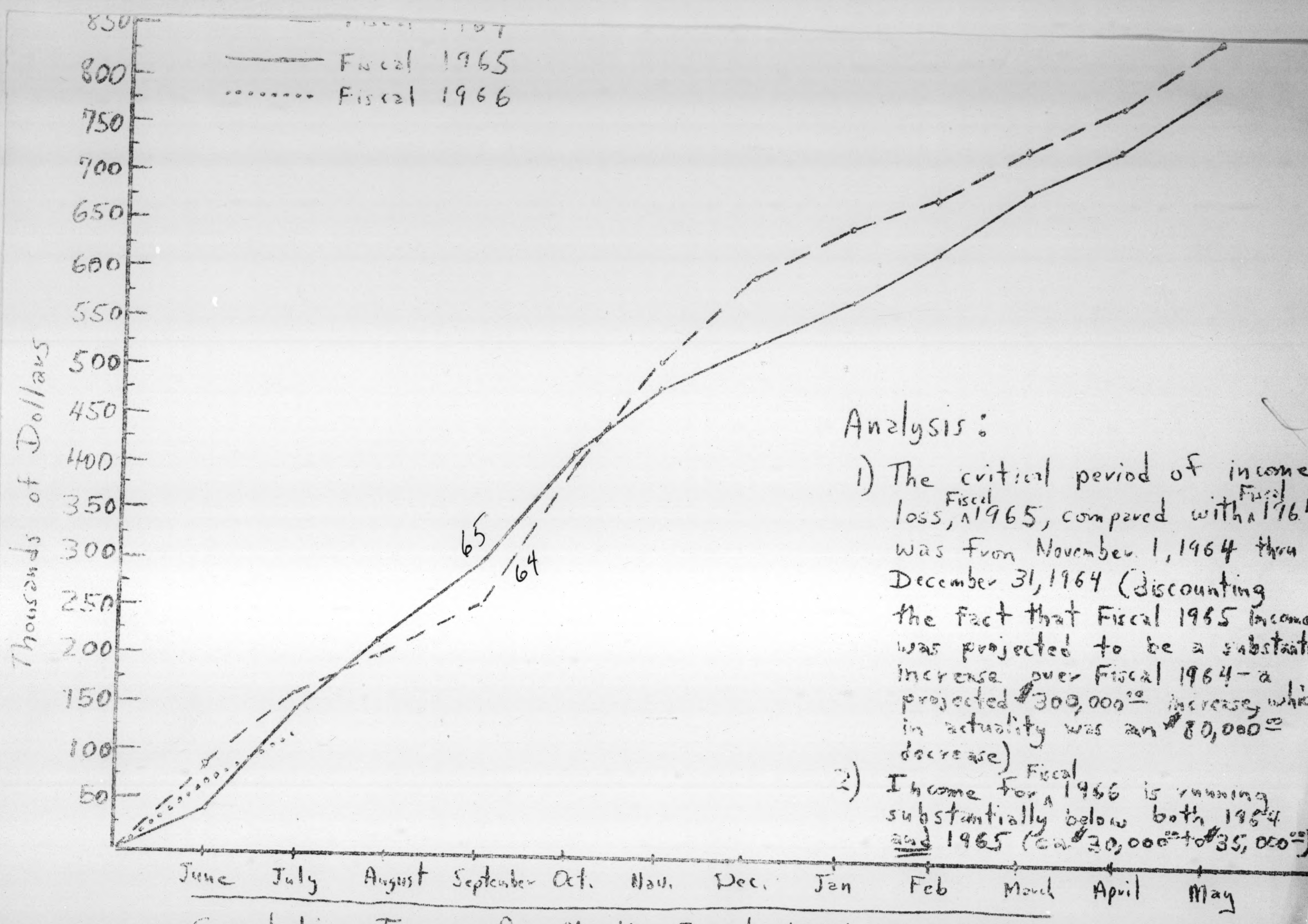
Professional relation & also close honest
personal relation - committment
first

Information -- synopsis of staff meetings

CONGRESS OF RACIAL EQUALITY

Analysis of Income Per Month, Including Percentage for Month, And Accumulative Percentages for Fiscal Years 1959 to Date Jan 1964

	1959		1960		1961		1962		1963		1964	1964-1965
	Income	%										
June-Month	2,731	4.4	3,107	2.2	13,626	5.7	76,158	12.4	29,360	5.7	87,355	11.2
To Date								(12.4)		(5.7)		
July-Month	2,212	3.5	932	.7	15,670	6.6	90,368	14.7	27,676	5.4	59,672	7.6
To Date		(7.9)		(2.9)		(12.3)		(27.1)		(11.1)		(18.8)
Aug.-Month	1,147	1.8	8,591	6.0	8,074	3.4	62,411	10.2	8,790	1.7	38,640	4.9
To Date		(9.7)		(8.9)		(15.7)		(37.3)		(12.8)		(23.7)
Sept.-Month	11,582	18.6	11,110	7.8	26,219	10.9	32,066	5.2	55,690	10.8	58,477	7.5
To Date		(28.3)		(16.7)		(26.6)		(42.5)		(23.6)		[illegible]
Oct.-Month	14,158	22.8	13,652	9.5	21,692	9.1	88,755	14.5	91,647	17.7	138,271	17.7
To Date		(51.1)		(26.2)		(35.7)		(57.0)		(41.3)		(48.9)
Nov.-Month	3,697	5.9	10,513	7.3	24,613	10.3	60,727	9.9	52,206	10.1	109,784	13.9
To Date		(57.0)		(3.35)		(46.0)		(66.9)		(51.4)		(62.8)
Dec.-Month	6,413	10.3)	8,856	6.2	15,194	6.3	25,456	4.2	27,303	5.3	88,432	11.3
To Date		(67.3)		(39.7)		(52.3)		(71.1)		(56.7)		(74.1)
Jan.-Month	4,051	6.5	5,639	4.0	16,128	6.7	24,856	4.1	34,636	6.7	61,090	7.2
To Date		(73.8)		(43.7)		(59.0)		(75.2)		(63.4)		(81.3)
Feb.-Month	3,926	6.3	7,899	5.5	19,103	8.0	25,622	4.2	19,192	3.7		
To Date		(80.1)		(49.2)		(67.0)		(79.4)		(67.1)	25,781	
Mar.-Month	2,359	3.8	15,048	10.1	19,780	8.2	68,578	11.2	28,300	5.5		
To Date		(83.9)		(59.3)		(75.2)		(90.6)		(72.6)		
Apr.-Month	3,836	6.2	33,494	23.4	9,305	3.9	36,837	6.0	44,746	8.6		
To Date		(90.1)		(82.7)		(79.1)		(96.6)		(81.2)		
May-Month	6,138	9.9	24,792	17.3	50,145	20.9	20,736	3.4	97,420	18.8		
To Date		(100%)		(100%)		(100%)		(100%)		(100%)	9	
Total	62,250		143,633.83		239,550.03		612,570.80		516,969		~~789,000.00~~ 900,000	(Budget)



Cumulative Income Per Month, Fiscal 1964, 1965, 1966

Analysis:

1) The critical period of income loss, Fiscal 1965, compared with Fiscal 1964, was from November 1, 1964 thru December 31, 1964 (discounting the fact that Fiscal 1965 income was projected to be a substantial increase over Fiscal 1964 – a projected $300,000.00 increase, which in actuality was an $80,000.00 decrease)

2) Income for Fiscal 1966 is running substantially below both 1964 and 1965 (ca. $30,000.00 to $35,000.00)

THE FOLLOWING PAGES ARE THE BEST
AVAILABLE.

AN OUTLINE FOR A NORTHERN CORE SUMMER ACTION PROJECT INVOLVING GHETTO YOUTH OF THE BEDFORD-STUYVESANT COMMUNITY IN BROOKLYN, N.Y.

SUBMITTED BY BROOKLYN CORE
ENDORSED BY THE REGIONAL OFFICE OF CORE - NORTHEASTERN REGIONAL OFFICE

THE PROPOSAL

One of the unique features of the recent six weeks Schools Shutdown in New York, was sthe emergence of an organized group of Negro teenage and pre-teenagers who carried this fight almost singlehandedly. These were youth who are originally considered "bad" delinquents, or potentially so. Some of them are the "dropouts", the wine-os, the anti-social and certainly not good CORE material.

At the height of the street demonstrations, they numbered five to six hundred. On any one day there were about two to three hundred at the Freedom Schools. Some of these youth are definately demoralized. Most are frustrated at the way the society treats them. All are completely hostile to such power forces as the police and white authority.

Through daily contact and work with these youth, our CORE cadre was able to involve them in meaningful social action. They were able to win their cofidence; give them leadership; and also positively affect their individual deportment.

Brooklyn CORE feels that a summer action project involving these youth should be undertaken. The project would be based on a program of specific youth needs. The basic tactic employed would be to have the youth line up widespread community support for their program.

The targets of their activity would be the Mayor and the Governor of New York. Sub-targets for action would be specific individuals in and out of Bedford-Stuyvesant who either do not support the Youth Proggram or who seek to duck them or pass the buck.

THE YOUTH PROGRAM

What would be some of the elements of the Youth Program?
The needs of northern Negro ghetto youth are no secret to anyone. They lack recreational facilities. They lack job and career opportunities. They are vicitimized by a segregated and badly run school system. They are victims of a system of police brutality. They are the first victims of segregated ghetto life.

Almost anyone could draw up a bluprint of "solutions". But for a three month Summer Project, the aims would have to be realistic. Also they would have to be wholeheartedly endorsed by the youth themselves. And the aims would have to be relatively non-controversial for this community.

Notwithstanding the above - we tentatively suggest the following:
RECREATIONAL FACILITIES:
A
A demand for an outdoor swimming pool.

A demand for a recreational center.

A demand for a publicly owned combination roller-[illegible] ice skating rink and bowling alley.

A demand for the establishment of publicly owned youth summer camps. THESE SHOULD NOT BE WORK CAMPS.

EDUCATION

1. The creation of a school complex in the Bedford-Stuyvesant area with special emphasis on careers in the Space Aeronautics field, Automation industries, TV and Movie Industries, and perhaps Diplomatic Service. Entrance to the school complex program based not solely on scholastic achievement. Other factors to be considered would be the desirability of bringing into these fields minority group personnel.

The success of it would depend on the willingness of the students, the parents, the School Board and the government tp undergo the rigors and the costs of the achieving such careers for ghetto youth. The top quality and general excellence of such a school program would significantly help to integrate it.

2. A demand for the adoption of the Allen Plan.

POLICE BRUTALITY

A demand for a Civilian Review Board

Specific procedures lfor handling youth who either come in contact with the police or who are in their custody. Specific proposals would be made in regard to bail, recognisance release, parent and civil rights representative visitation rights to prisoners, court lprocedures, stringent enforcement of revealing identities of youth offenders. Finally, the imposition of restrictions on the use of guns and night sticks by the police.

EMPLOYMENT

A demand for an in-training careers program to be made to the Downtown Fulton Street merchants, the Wall Street financial community, and the building construction industry. Costs to be borne jointly by the government, the above mentioned business communities and the unions involved.

CULTURAL-RECREATIONAL:

A demand for a subsidy lprogram on the purchase of tickets of admission to sports events, cultural, music, performing arts and other such enterprises in New York. Costs to be borne by the government and the entertainment industry.

CAPITAL PUNISHMENT:

A demand for the end to capital punishment. (Suggested by the kids themselves!)

VOTER REGISTRATION: ? ? ?

THE ORGANIZATION OF THE PROJECT

These lyouth would operate out of the new Brooklyn CORE office. Their activities would be independent of other CORE projects and organizations. They would in fact, "pay rent" for their use of the premises.

A full-time CORE youth worker would be assigned to them. A complement of CORE volunteer cadre would lend support to the project.

The youth would be encouraged to prepare their own literature and material. Their initial object would be to reach systematically adults, youth, ministers, professionals, businessmen, community leaders and politicians for written endorsements of the program. For specific types of support, such as joining advisory boards, backing up a parade, visiting the Mayor and Governer, and for financing the project.

On financing, we recommend that the youth solicit, but not collect funds. A post office box will be secured and appropriate return envelopes utilized.

The youth will work in teams of at least two persons. (More for VIPs) Orientations, check ups, and evaluations will be insisted on. And persistent follow up on visitations is crucial.

"Youth Courts" will be established to handle incorrigibles.

We anticipate that many "VIPs" will seek to duck these youths, kto jive and double talk them, and perhaps even to oppose their program. After persistent efforst have been made to reach such persons for ltheir endorsement have failed - and after publicizing this situation - we lpropose that the youth undertake to use the tactaic of the Sit-In.

If these youth succeed in reaching significant numbers of persons and getting endorsements, this would constitute positive social action, instead of blind window-breaking protests of last summer. It will help to unify the community for badly needed youth facilities. It will help train these youth in responsible forms of social action. It will help to speed up some promises made to us last summer.

Above all, it will constitute work. And useful work of any kind, should be rewarded. We therefore feel that two kinds of financial inducements should be established. One- daily "pin money" for lunches, car fares and the like. Two - guaranteed financial prizes at the end of the summer project for, let's say, the top ten youth who got the most endorsements. Minimum financial prizes for any youth who turned in a specific quota of endorsements.

It is our hope that National CORE will do the following to assist this summer project:

1. Provide a full ltime CORE worker. We recommend that he be a Negro male.

2. Secure - one way or another - an initial outlay of two thousand dollars (but not more!) to help pay printing costs, rent, to maintain a daily kitty fund and to put the minimum financial guarantees on the prize money. The lproject activity will bring in the rest of the money.

3. Make available the experiences of CORE leaders for regular consultative purposes and for youth orientation.

All literature will carry the following legend: The Bedford-Stuyvesant Youth Program adheres to the CORE Rules for Action and has the endorsement of: Brooklyn CORE
Regional CORE
National CORE

The Project will try to follow this TIME Table:

May - Public Announcement of Project
Youth"Sessions" to discuss and adopt program
Adult Community Leaders Conference to endorse and launch program at the Bedford "Y"

June - Launching the Youth Canvass
Informing Mayor & Governor of program and request for audiences in early August.

July - Continuing the Youth Canvass
Opening up discussions with Wall Street , , Fulton Street. and Construtéon Industry, Board of Ed. , TV stations.

August - Sit-ins
Coferences with Mayor & Governor
March ~~me~~ or Parade

End of summer: EVALUATIONS

May 8 evening - Bergen County
CORE

Letheser

DESEGREGATING THE PUBLIC SCHOOLS OF NEW YORK CITY

The Allen Report

A BRIEF SUMMARY

By

The State Education Commissioner's Advisory Committee on Human Relations and Community Tensions

May 12, 1964

call Paul

Prepared with the assistance of
The Institute of Urban Studies
Teachers College, Columbia University

MEMORANDUM

CONGRESS OF RACIAL EQUALITY
38 Park Row
New York, New York 10038
October 6, 1965

TO: Staff
FROM: George Wiley, Associate National Director
RE: Budget

We are attempting to set up procedures for stricter fiscal control on our limited financial resources. Toward this end a budget has been established for October, to which we will attempt to adhere as strictly as possible. The operating budget will stand at $40,000 per month, not counting fund raising "front money" for financing major appeals, holiday cards, etc. The allocations for various departments have already been discussed with the department heads in question. Attached is a summary of budget allocations.

The basic premise is that the figure indicated in the budget represents the UPPER LIMIT of expenditures permitted for a given purpose. Thus there is a ceiling amount that will be allowed for field secretary expenses - gas to operate cars, etc. This will be controlled by the cancellation of gasoline, telephone and air credit cards and by operating on a cash basis instead. Credit cards are cancelled immediately upon receipt of this memorandum or verbal notice from your department head, and in no case will they be used after Monday, October 11, 1965. The only exceptions will be certain cases of department heads, as individually arranged.

We expect to keep expenses on a current basis as of the first of October. Expense reports are to be turned in promptly through the appropriate channels. A new form is being devised and will be distributed shortly. All back expense reports should be brought up to date and filed not later than October 15, 1965. We would also appreciate being advised of any back salary that anybody thinks he is owed as well as the state of each person's accumulated vacation time.

This is essentially an interim budget and may be changed substantially for November and ongoing months by the NAC when it meets on October 23rd.

Your comments and suggestions for consideration by the administration and the NAC would be welcome.

[1965, October 20]

REPORT TO NAC

by

Carl Rachlin

Since the Convention much has happened from the point of view of the Legal Department and I will try to summarize the highlights:

1) Our campaign to attack the issuance of segregated school bonds has had phenomenal success, the most recent being the City of Monroe, Louisiana, where we successfully stopped the issuance of a six million dollar bond as we had done in the Jackson Parish case and the St. Tammany Parish case. We received an extraordinarily fast order of desegregation of the school system.

2) These quick successes however, point to the next serious problem that we and others are facing. The detailed plans for the desegregation of the school systems in these three parishes of Louisiana and other areas where we have filed school desegregation cases(non-bond type) point out with great particularity the faults of the guidelines of the United States Office of Education. When these guidelines were issued originally, many months ago, your General Counsel attacked them anticipating the kinds of problems unfortunately which in fact have arisen. These guidelines, in pretense, are guidelines for the desegregation of schools, but in fact are guidelines for the maintenance of segregation. This has been our experience. As a result, despite the orders of desegregation in many communities where we have been involved in such suits, we are required to file appeals from the actual plan. We have made a broad constitutional attack against pupil placement laws and district school systems which we should be arguing in the Fifth Circuit fairly soon.

3) Perhaps by the time this memorandum is read, we will be able to announce the filing of a state-wide school desegregation case in Mississippi which has been very much on your General Counsel's mind for some time. There are numerous organizational and technical problems which have delayed the filing but we have overcome those. For a variety of reasons we invited the NAACP Legal Defense Fund to join in the case with us, so this has been done.

4) Also, very shortly we shall file an interesting new Mississippi legislative reapportionment case in which we have to persuade the federal court, in reapportioning the state legislature, to take into account the failure of the Mississippi counties to permit Negro registration. In other words, try to persuade the federal court to apply the second part of the Fourteenth Amendment(This is the part that says Congress can take away representation in Congress from a state that prevents registration of voters.) to the state and their districts.

5) With the transfer of Stephen Nagler directly to the staff (he had previously been on the SEDF staff concentrating on New York City problems) we are beginning to undertake more and more an urban legal program. For example, we are undertaking an attack on the urban renewal problems in New Rochelle, New York and developing a new approach to landlord-tenant relationships in cities which we expect to try out fairly soon. In the developing stage also is a completely new approach to northern city school problems which involves an attack on the whole conception of so-called de facto schools.

6) In northern Florida we have a myriad of cases pending in a great variety of matters in the various courts.

7) We are developing a program with regard to the Defense Department because of a large number of complaints we have received from men in service both overseas, Viet Nam, England, as well as from men in service in the south and have had numerous communications with the Defense Department in this regard.

8) A fairly substantial amount of our time is spent in associating with lawyers working with CORE Chapters, such as Syracuse where still serious problems come over the chapter as a result of the Niagara-Mohawk activities. Incidentally, we have been advised that although many of our people have been arrested, a lot of positive good has arisen in that Niagara-Mohawk has increased its employment of Negroes in the Syracuse area many times over since our campaign has begun, despite the fact that at the time we began our campaign Niagara-Mohawk not only denied discrimination but they were not able to locate any more qualified Negroes. They have proved themselves to be less than candid by the people they have hired recently.

Cont'd...

9) We are engaged in an effort to demand that Dr. Weaver, Director of the Housing and Home Finance Agency insist upon a desegregated housing program for 100 units being constructed with money from his agency, in Bogalusa.

10) In order to keep in intimate contact with people in the field and with the local communities, your General Counsel worked for two weeks in Louisiana this summer. This was a most enjoyable experience and I not only participated in many of the events in Bogalusa but appeared in court at the well-publicized contempt trials in the federal court involving Bogalusa. I also participated in the desegregation of the leading restaurant in Bogalusa when I had lunch with the executive board of the Voters League there and led the parade on a couple of occasions.

It is important that General Counsel not merely work at a desk in New York but get into the field from time to time so as to be able to appreciate in greater depth the problems of local communities. It is also important that I meet with lawyers in various parts of the United States in order to have them become involved with CORE and be available to work with local chapters as chapter legal problems develop.

11) The attendance of conferences is an important part of General Counsel's work so as to keep abreast of the latest developments in areas of our concern in many of the fields where evaluation of different kinds of program takes place.

12) We also do writing for various kinds of legal and popular journals to acquaint people with our work and to develop some of our new ideas. Three articles are about to appear in the St. Louis Bar Journal, the Georgetown University Law School paper and the magazine of the New York City Welfare Union. In addition, articles are in preparation for the Boston College Law Review and the Harvard University Law Review. The former with regard to the limitations and qualifications under

Cont'd.....

[1965, october 20]

Title VII of the Civil Rights Act and the latter in regard to northern school desegregation.

13) There is also substantial correspondence which we try to keep abreast of regarding some personal problems or suggestions that people make from time to time.

Respectfully submitted,

CARL RACHLIN
General Counsel

CR/cs

THE FOLLOWING PAGES ARE THE BEST AVAILABLE.

MEMORANDUM

CONGRESS OF RACIAL EQUALITY
38 Park Row
New York, New York 10038
October 21, 1965

TO: Morris Abram and William T. Coleman, Jr.
FROM: James Farmer and George Wiley
RE: Suggestions for the organization of the White House Conference on Civil Rights

The idea of a White House Conference to explore the basic elements necessary to give substance to the American ideal of full citizenship for all of its citizens is praiseworthy. The general theme of "To Fulfill These Rights" seems broad enough to cover the areas that should be discussed. A narrow emphasis on the so-called Moynihan Report - that is to say on the "problems of the Negro family" - would be to avoid the most fundamental issues needing consideration. Neither should the Conference begin with the assumption that we now have the necessary framework of laws, policies and machinery to secure the rights of Negro Americans, and that the task now boils down to the preparation of Negroes to accept the rights and responsibilities. For many of us are painfully aware that eleven years after the Supreme Court's historic decision on school desegregation and a year after the passage of the Civil Rights Act of 1964, only seven and a half percent of the school-age Negroes in the South have entered predominantly white schools. We are also aware that *de facto* segregation plagues our school systems in the North, maintained by subtler forms of discrimination now becoming institutionalized in the urban centers of the North.

We could also point to the failure of justice in southern courts, when Negroes or civil rights workers are involved - another example of the failure of the institutions of our society to deal justly with the American Negro. The Conference must deal with the adequacy of the framework of our laws, customs and institutions to bring about the fulfillment of rights for Negro citizens. It must deal with the questions of what are the impediments to the implementation of our national policy to desegregate the schools, to give Negroes access to the political process, decent and integrated housing, jobs and justice before the law.

We also believe that there are major problems to be considered, which transcend the question of racial discrimination, though these problems are gravely aggravated by discrimination. It seems to us that the major problems are badically economic in origin and that the "crisis" of the Negro family is a result as opposed to a cause. If our society provided adequate numbers of jobs paying decent enough wages for Negro families to maintain themselves with some sense of dignity and self-respect, much of the apparent family pathology would rapidly vanish. There appear to be people high in government who believe the exact converse of this premise. We would welcome the Conference as a vehicle for debate of these questions. In this connection, we have also fundamental questions to ask about the War on Poverty.

We urge that this Conference concentrate on the problems of the Negro rather than encompassing a broader spectrum of minority groups. We recognize that the Negro is not alone in facing discrimination and poverty. But he is some 92 percent of the nation's non-white population and has faced oppression the longest and to the greatest degree.

We suggest that you invite those within the government, the civil rights community, and the academic world who have demonstrated knowledge and concern in this area. As a result of such preliminary discussion at the November meeting, we would expect the development of a comprehensive and reliable account of the "state of the Negro" in America for the spring meeting.

We believe that the November Conference should be a working session, limited to approximately 100 persons participating in workshops and panel sessions. We suggest that all invitees be asked to commit themselves to participation in the entire program of the Conference. Those invited ought to be representatives of all of the civil rights groups, key government officials, a representation of church, civic, and labor organizations, members of the academic community and others with a demonstrable contribution to make, including "grassroots" persons who can bring to the Conference the truth of their own expressions and knowledge, a due leavening from vicarious speculation and secondary generalizations. The November meetings should not be merely procedural preparation for the spring Conference, but should come to grips - at least in an exploratory way - with some of the major problems and set the direction and tone for the spring meeting. Following these meetings, we would then envisage the spring Conference as a larger group of people exploring some of the more specialized areas in greater detail.

The content of the November meeting (as well as that of the one in the spring) might well be divided into three parts. First, what is the situation today? Second, where are we in terms of implementation of present laws and programs? And third, what more needs to be done in the way of new laws and programs.

We will submit some specific suggestions on names of persons who we think would have a valuable contribution to make to the November Conference.

TO: NAC October 21, 1965

FROM: James T. McCain, Organization Department

RE: Organization Report

All chapters were informed of the constitutional changes made at the 1965 National Convention in Durham, N.C. We have had no written response from the chapters concerning any of these changes.

We have written a number of memoranda to the chapters since the convention, pleading with them to send us chapter reports on activities and correct officer and address lists. The following is a short synopsis of the chapter reports:

Cleveland CORE. They have been involved in two major areas, community action (finding indigenous leaders specifically among Public Housing Projects residents) and in political action where they endorsed Stokes for mayor and three councilmen. They also are doing voter registration. Further plans are to continue in these areas.

Tucson CORE. They have gotten state Civil Rights Commission to investigate four operating mines in Tucson which discriminate in hiring practices. Three Negroes are employeed out of 1,408 employees. They have tried to get reforms introduced into the discriminating Welfare Program. They have taken action against discrimination in Housing (specifically against University of Arizona, which has allowed discriminatory landlords to advertise in College Newspaper), and in Employment (specifically in the case of a Negro woman fired from Pima County Board of Supervisors for no apparent reason). Future plans include continuation of what they have been involved in plus fund raising and political action.

Baltimore CORE. Their largest project is housing. They have had about 15 demonstrations around segregated housing facilities. About 12 people have been arrested. They are also working in Education, Employment (including a meat market and a Bank, mediated by Cardinal Sheean). Both agreed to meet CORE demands. Future plans are community organization (they want Herb Callender to stay and help them), fund raising, and integrating public accomodations.

Gainesville Fla. CORE. They have organized a community center with classroom supported by American Friends. Community organization has been done around new housing code. Chapter not too active, but officers trying to stimulate interest around travesties of civil rights bill.

Denver CORE. They sponsored an open forum with city, state officials and citizens of Denver. They got some publicity but not as much as expected. Was considered successful. Most people were interested in discussing police brutality. Immediate result was stimulated interest by community. They would like advice in dealing with police brutality, e.g. decoy teams, surveillance teams, etc. They picketed a slumlord and they were successful. She is making repairs that were demanded. Have also had success in employment project and tutorial program.

New Haven CORE. They have been working on program against police brutality.

Norwalk CORE. They are working on housing program.

Pomona Valley CORE. They have been doing some fund raising, work in housing and in education.

Queens CORE. They have done work in support of MFDP. Also working on housing. They plan to work more in political action and did actively back William Ryan and Paul Gibson for city council.

Long Island CORE. They had a successful Headstart program for 60 children this summer. They are also doing work in Employment, i.e. Gruman Aircraft Corp., where, agreement was reached on three issues -- their responsibility for aggressive policy of recruitment, training and upgrading; assurance that all supervisory and personnel officers are directed to carry on this program; and no retaliation be taken against those employees who have filed complaints with CORE.

In addition to these reports we have received news releases from some chapters.

PRESENT FIELD STAFF AND LOCATION:

Joyce Ware is taking care of servicing the Metropolitan N.Y., N.J., chapters, in addition to working as Northeastern Regional Director. Herb Callender is working in Maryland, Southern Penna., and Southern N.J., and Walter Brooks is responsible for the chapters in the northern area. Lou Smith is concentrating his efforts in the Los Angeles area. Winston Lockett is in Chicago, and Mike Lesser has been assigned to work in Washington, D.C. James McCain, Frank Robinson, and Emerson Brown are working in South Carolina, B. Elton Cox in North Carolina, Ike Reynolds and Bruce Baines in Louisiana, Spiver Gordon in Florida, George Raymond in Mississippi, and Dave Dennis, Ed Hollander, and of course, Richard Haley in the Southern Office in New Orleans. Jerome Smith is also working in New Orleans.

The only field reports sent to the Organization Department on National Projects has been on the South Carolina Project by James McCain. His reports have come in monthly since the project began, and consequently sent to all NAC members. The following is a summary of that Project:

SOUTH CAROLINA. It has been almost six months now since CORE embarked on its political action program in South Carolina looking towards the election of 1966. Much of what has been accomplished up to this point has been sent to the NAC members in our preceeding reports. The first phase of this program has been directed to getting a substantial number of additional new Negroes registered. CORE has helped to register over 20,000 persons since last April. Of course, one realizes that at least 15,000 new registered voters were put on the books within the last three months, since the new voting bill was passed. If the pace can be maintained in the future, I am sure that the goal of an additional 100,000 new Negro voters can be realized by the election in 1966.

The second phase of this program in South Carolina will be that of teaching those who have registered the art of voting and casting their ballots. This, I am sure, will take much time and effort until the masses of these new registered voters can be left on their own. Institutes on how to mark the ballots, how to take part in precinct organizations and political education in general will have to be conducted with these new voters.

There are nine counties in South Carolina with an adult voting population of Negroes over 50%. We must decide whether to concentrate only in these counties so that in the near future there will be a possibility of electing a Negro to the State office, or continuing to divide staff all over the state as we are doing now. Our staff has been decreased since the summer, and it might be of greater importance to concentrate in those counties where Negroes may be elected. The question is, if this is done and a Negro is elected to office, will this in itself stimulate Negroes in other areas to get out in masses for registration without our help? This question must be answered very soon in order that we will know what direction to take. If we concentrate in heavily populated Negro areas, we must begin organizing now from the precinct level on up, or take one county to serve as a model and to use the experience gained in this county to set up others with simular Negro populations.

From what we have heard in South Carolina by the grape vine, Fritz Hollands, former Governor of South Carolina, will run against Senator Russell in 1966. So far no one is being considered to run against Senator Thurmond. I think all the political candidates in this state are afraid to run against Thurmond. Unless there is a candidate in S.C. who can draw at least two thirds of the white votes plus the Negro votes in the next years Senatorial election, I don't see at this point how Thurmond is to be defeated. If my evaluation of the political atmosphere in S.C. is correct, then it becomes more relevant for us to try to send a Negro to the State Legislature from one of those counties with a heavy Negro population. It may not happen in 1966, but it might be worth trying.

The latest political move in S.C. was the appointment of Senator Thurman's Legislative Assistant as chairman of the S.C. Republican Party. The chairman's first official act was to ask all loyal Democrats to defect to the Republican Party as was done by Thurmond and Watson. He next announced that a state wide registration among the whites to counteract what is being done to get Negroes registered in South Carolina.

CORE TASK FORCE

South Carolina

Benjamin Seabrooks) Barbara A.
Brown, William E.
Godwin, Horace
Jackson, William Milton
Wechsler, Stuart

Mississippi

Anderson, Charles
Buckley, Sears, Jr.
Buxton, Warner
Chinn, C.O.
Devine, Annie
Morse, Joe
Smith, George
Seurs, Nancy Ann
Wright, Martha

Louisiana

Brown, Henry
Davis, Irene
Jones, Vonnie Jean
Lacey, Fred
Robinson, Mike
Tinsley, Richard
Wright, Christine
Zippert, John

TO: Joyce Ware, Northeast Regional Director October 21, 1965

FROM: Walter S. Brooks, New England & Northeastern N.Y. Field Secretary

RE: Field Report

cc: Floyd McKissick, James Farmer, George Wiley, James McCain, Cliff
Monteiro, Ollie Leeds, James Williams and Bob Curvin

As stated in last month's report (Sept.), I stated that my activities for the coming month would consist of visiting each chapter in my area. Having done so, this report will consist of my initial observations and evaluations and proposals or recommendations for the coming month or months. As requested by the above NAC members, the report on the chapters financial situation will not be very comprehensive, due to the lack of time, inability to meet with the Executive Boards in session, and reservations on doing so during my initial contact. Almost every chapter's financial bookkeeping system seems to be a bank checking system with a record of receipts.

AREAS AND CHAPTER EVALUATION BY STATES

NEW YORK

Poughkeepsie: Chapter is completely disorganized from conversations with members who are still around and who have possession of books. Remaining materials reveal that due to a large influx of middle class people, who work for IBM (who control and suppress activities of employees) the chapter began to lose enthusiasm and initiative to fight in a CORE oriented way. This, coupled with the loss of the chairman, Andrew Hudson, makes the chapter just drift along and seems almost non-existent. Working in the streets I found that the name of CORE seems to mean a great deal to the people and everyone was very concerned with it coming alive again and doing something about the bad conditions, which are many in Poughkeepsie. Urban renewal has not met the needs of the community and the Anti-Poverty Program is a political fiasco. I have arranged a meeting with existing chapter members and some concerned people on October 20, to reactivate the chapter and to hopefully assist establishing some programs and direction. I attended a meeting of the local Voters League and must note that the concern is there but they have difficulty getting people involved. A large segment of CORE people are working on a re-examination of direction, and objectives seem to be needed, but it appears to be a very viable vehicle for participation of various levels of the community. Initial contact with members produced a request to have Jim Farmer (the only name they feel will draw) come in and speak at a membership and possibly fund raising rally. I will assist in working out details in the above meeting. Members have been involved in some exciting community organizing which I will include in my next report after getting some more information.
Recommendation: Have James Farmer make appearance when a date and program is established.

Albany: I spoke to former chairman (Thomas Holmes) over the phone from Poughkeepsie and was informed that the chapter is no longer in existence and that he has no time available to assist in trying to re-establish it. Spent a day in the Negro Ghetto trying to reach some chapter people and was unsuccessful. Spoke to several people and was told that the organization was very much needed and that they would be interested in getting something going. Urban Renewal problems are tremendous. Drove over to Troy, which is

just a few miles away, and received the same opinion, although the number of Negroes there are much less than Albany.
Recommendation: Spending a week or so in the next two months trying to get chapter re-established and program, projects and direction started. Note: With Albany as the state capitol and a large concentration of Negroes in the Ghetto, several colleges in the area, and Troy and Schenectady only a few miles away, a chapter here could be very effective in lobbying and influencing state legislators.

Schenectady: Chapter is very small (12 active members), but very effective in fund raising and working on bettering the small Negro community which exists there and is scattered through the city. Negroes make up only 15 to 20% of the area of largest concentration. Chapter is very involved with meeting with local employers and report that they have been very successful in negotiation changes in policies. G.E. is a very large employer in the area and states confidentially that they are giving Negroes preferential treatment and seems receptive to some training programs. Spoke to chapter about exploring this further with Personnel Office contact . Chapter is also working on Fund Raising event around the appearance of Jim Farmer to the area.

CONNECTICUT
Stamford: As noted in previous Field Secretary field reports, there aren't any contact names on file or any information on the chapter chairman, except that he is gone. Area does have Urban Renewal and Ghetto problems.
Recommendation : Seek out personal contacts and friends living in the area' and discuss possibility of establishing a newchapter.

Norwalk: Chapter is very active even though the number of active members seem to be small. They have been involved in some exciting projects, especially a challange of the Political dominated Anti-Poverty Board and have assisted in setting up an opposing incorporated board which is receiving a significant amount of recognition from state and regional offices. If successful should be examined and evaluated on the basis of providing direction to other cities facing the same problem. Their political activity is also noteworthy and should provide some insight. Their actions in the area of housing and Urban Renewal is soon to be brought to a head with demonstrations, etc., and hopefully with full community participation. A seperate report will be made up on this.
Recommendation: Working with chapter over the next two weeks if direct action becomes imminent.

New Haven: Due to the fact that I am the former chairman and particular problems have arisen, a special report will be made within the next month.

Waterbury: Chapter is nonexistent even though area is very ripe for one. Talking with contacts in the area seems to indicate assistance will be given in organizing.
Recommendation: To spend some time around Thanksgiving holiday attempting to organize.

Bridgeport: Chapter chairman is anticipating leaving the area very shortly, and has allowed the chapter to become inactive. The chapter in the past has been very active and still has a few members who could provide the nucleus for an on-going chapter. People from various organizations in the city express the need for a CORE chapter and willingness to establish a good rapport. Recommendation: Meeting with chapter people the first week of November and hopefully reactivating chapter.

Hartford: Chapter is nonexistent and situation is similar to Albany, N.Y. As a state Capitol, a chapter is very much needed. A nucleus of people from another civil rights group and several community organizations seem to present an opportunity to get something going without the hard preliminary work.
Recommendation: Making contact and evaluating possibilities.

MASSACHUSETTES

Springfield: Chapter is very active and has a great deal of community support and participation through the existence of a front organization, COCR (Committee on Civil Rights), which consists of Church, Civil Rights and civic groups. The chapter is concentrating its efforts on a challange of police behavior and the school situation. Working with the chapter a great deal in the past month after a period of restlessness and inactivity set in, we have arranged some workshops and programs and direction which shall take place around October 30th.

Worcester: Chapter is nonexistent plus a bad taste is left in the mouths of a lot of people that were involved in the past. Arranged a meeting with a nucleus of past chapter executive members to explore and attempt to get chapter going again. Working in the street, found expression of a need plus a seeming willingness to help.

Boston: Failed to visit chapter before this report was typed but plan to visit within the next few days. NAC representative did visit and talk with the chairman, along with reports noted in various news media, indicate a very productive chapter.

RHODE ISLAND

Providence: The chapter is in the process of transition and has developed several problems. Received a call from the former chairman and present NAC member on the outcome of the recent elections. Found that the present executive board is dominated by white middle class people 6 to 4, and the officers are 4 to 1. It was explained that there are openings in 5 vacant committee posts that will allow for a balance and bring it closer to requirements in National constitution. Chapter is in dire need of workshops and orientation which hopefully will be arranged by the time this report is received.

This report is quite lengthy because it is my first overall report on the area and I felt it would be needed. If different instructions are not received I shall continue to proceed with the proposals indicated above plus pursuing the instructions of working out a system of producing some funds from the area to assist the financing of the National Organization and the cost of field operations. I hope to have a report on this within the next month. I do hope though, by working with the chapters intensely the above need will be recognized and after they become more stable, they will live up to their responsibility and respond effectively. With this in mind, we close our report with a final proposal.

PROPOSE: The above chapters with any people from areas where chapters have become nonexistent meet in a central, isolated place to have a week-end retreat to deal with chapter problems, directions and fund raising. Hopefully this will be with any chapter people who want to attend. A target date is set for sometime around the later part of November and in the Pittsfield area. Details are being worked out now.

MEMORANDUM

CONGRESS OF RACIAL EQUALITY
38 Park Row
New York, New York 10038
October 22, 1965

TO: NAC members
FROM: George Wiley, Associate National Director
RE: CORE SEDF

Here is a summary of SEDF programs operated for the benefit of National CORE. You will note from the summary that, though some of their program money comes to us directly, much more of it is spent by direct expenditures on programs which we have asked for in support of our work. During the past year a considerable amount of their money came from CORE sources, for example the Art Show, and $25,000 from Broadway Answers Selma and Council for United Civil Rights Leadership. In the coming year, however, a major amount is expected to come from new sources, such as foundations. It is our plan to let them keep the Art Show, at least for the coming year, which should return $60,000 to $70,000, all of which is to go into the CORE legal program. You will note that even in the legal program they intend to raise extra money to meet a proposed budget of $94,100.

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The CORE Scholarship, Education and Defense Fund has just completed its first full year (SEDF fiscal year ends August 31) after securing tax-exempt status. During this period a number of new programs were begun and others expanded.

SEDF began its field legal program in January, 1965 with the placing on retainer of the firm of Collins, Douglas and Elie in New Orleans and of McKissick and Burt in North Carolina. In February John Due was hired to represent CORE SEDF in northern Florida. Shortly thereafter they secured the services of Murphy Bell in Baton Rouge. A New York office was also set up with a full-time lawyer, principally to handle the massive amount of work resulting from the World's Fair demonstrations. That office has recently been closed and Steve Nagler, who was manning it, has now been moved into the National Office to assist Carl Rachlin.

Cost of the program during the year ended August 31 was $44,346. In the coming year SEDF has retained Carl Rachlin to supervise the program and agreed to pay the administrative expenses involved. There have been modest increases in budget for expenses (not retainers) for the field program and a small reserve for printing costs. Thus the budget for the year beginning September 1, 1965 for Legal Defense will be $94,100.

Last year SEDF made grants to CORE totalling $24,660 for the Citizenship Education Project (CEP) in South Carolina, Florida, California and Louisiana. For the coming year $59,850 is budgeted for South Carolina and Florida. However, it has been unexpectedly difficult to raise money for this program to date. Many of the foundations are adopting a wait and see attitude with regard to the new Voting Rights Act.

The Community Development Fellowship (CDF) program this summer provided financing for some 49 fellowship recipients who worked on CORE projects at a cost of $13,000. SEDF provided the student with a flat $200 stipend and an additional travel grant and it provided CORE with $12,000 to supervise and train grantees. In addition SEDF spent about $6,000 to secure two-way radios in Louisiana to provide for the safety of those involved in this project. SEDF plans to repeat the project next year at about its current level of operation.

During the past year SEDF financed a workshop for southern staff and community leaders in New Orleans in January and partially financed a similar workshop at the Deer Hill Conference Center in New York State in September. SEDF is now developing a program including a much more extensive series of weekend workshops in about five communities (yet to be selected) throughout the country. There are also plans for two full-week workshops. It is hoped that some workshops can begin before the end of the year. The Leadership Development program is budgeted at $44,000.

NAC members may also be interested to know that SEDF plans to spend $55,000 on its scholarship program during the coming year. This program provides scholarship assistance to students who have shown leadership in the civil rights movement and whose need arises from their civil rights activities. Of the 46 students granted awards in June, 29 had been active in CORE either as chapter leaders or staff members.

Summary of SEDF Programs
for National CORE
SEDF FISCAL YEAR ENDING AUG. 31, 1965

PROGRAM	DIRECT EXPENDITURE	GRANT TO CORE
Legal	$ 44,346	
Voter Registration (CEP)	-	$ 24,660
Field Fellowship (CDF)	13,000	12,000
Training	7,000	-
2-Way Radios	5,000	1,000
	$ 69,346	$ 37,660

Total $107,006

Proposed in SEDF Budget for Fiscal Year Ending
Aug. 31, 1965

Legal	$ 94,100	--
Voter Registration (CEP)	-	$ 59,850
Field Fellowships (CDF)	16,000	14,000 (est.)
Training	46,000	-
	$ 156,100	$ 73,850

Total $229,950

[1965, October]

TO: NAC

FROM: Alan Gartner

RE: A "new" CORElator

On August 12th, I sent a memorandum to the members of the NAC on "CORE House Organs" in which I gave some of background to the CORElator, noted the NAC's decision to "freeze" its publications, made some proposals re. CORE "house organs" and have solicited responses . Other than a comment from Ruth Turner, I have heard from no other NAC member on this matter.

Let me recapitulate some basic information; The CORElator had been mailed to the entire list of contributors to national CORE -- approximately 75,000 persons -- six times a year. The cost was approximately $1,600 per issue, or 2.1¢ per copy. The figure includes (for a run of 75,000) printing -- $900., addressing -- $150., collation and sorting for mailing -- $100., and postage (2nd class rate for a periodical) -- $450. Thus the total cost of the CORElator, recognizing that there had been no staff cost for the writing and editing which Jim Peck has done without compensation, had been approximately $9,600 per year of six mailings to 75,000 people.

In my earlier memorandum I made a number of comments about the inadequacies of the "old" CORElator and then some proposals for the future. Perhaps the most relevant of the comments was that the CORElator was not meant to be an organ for communication within the family of "active" CORE members but rather sought to keep contributors and the general public aware of our activities. That we must develop a means to communicate within the CORE family is obvious, and this memorandum assumes that need but addresses itself to the narrower issue of how we may develop means to inform contributors and others of CORE's activities.

Rather than recapitulate the earlier proposals, some of which I now feel should be modified, I would like to make a number of proposals for a "new" CORElator. First a word about keeping the name "CORElator". It is well known to certain segments of the public and we may as well capitalize on that. The name and "periodical" format will allow us to continue our postal privileges which, as you know, are very significant viz. a mailing to 75,000 for $450 -- little more than ½¢ per person.

Within the periodical format we can do pretty much as we please -- as long as we meet certain minimal requirements such as publishing on a regular schedule, mailing in exchange for "subscriptions," leaving room for address, etc. I suggest then that we use the periodical format, dividing the issue, in effect, into two parts.

The first would contain "news" -- perhaps an "incident" list, short news stories about important matters, perhaps a CORE "personality" feature, and some longer more interpretive articles. The second would be, in effect, a pamphlet which would be both part of the CORElator and also could be used for more general distribution. These pamphlets would be one sheet, two sides, with six or eight panels (all but one or two with copy), liberally illustrated. They would be of two varieties: geographic pieces and also a series of "The CORE Way in...." Topics for the geographic pieces would be such ones as Mississippi, South Carolina, Bogalusa, Jonesboro, certain northern cities. The topical ones would describe CORE activities in such areas as employment, housing, community organization, police relations, the anti-poverty program, etc.

As for cost, I would estimate that the cost would be roughly similar to the old CORElator -- that is $1,600. per issue. In addition, since we would publish the "Pamphlet" part in additional copies, an estimated cost for an additional 25,000 pamphlets would be $300., thus making the total cost $1,900. per issue, or $11,400. for a periodical going to 75,000 people six times a year plus 25,000 copies each of 6 pamphlets.

The work of preparing and publishing this "new CORElator properly belongs in the Public Relations Department. Unfortunately we have not been able to find (no less to pay) someone to head (or even staff) such a department. I believe that on an interim basis, with help from others on the staff I could take responsibility for this, if that is your wish.

I would urge the NAC to make a prompt decision on this matter, as it has been four months since we have mailed a CORElator to our contributors and we will have to send them something in its stead or let them know that there will be nothing forthcoming. Also, we do receive a rather regular flow -- 25 to 50 per month -- of requests for the CORElator.

[1965, October]

1965

TO: NAC
FROM: Alan Gartner
RE: Fund Raising Department Report

Personnel

A number of personnel changes have taken place since the Convention. There are two new secretaries: Rosalind Becton who is my secretary, and Fran Crayton (she was formerly secretary in the Northeast Regional Office) as departmental secretary. Also new in the department is Marie Simmons, formerly the switchboard operator, who is now a Fund Raising Trainee. In a new job is Ben Peterson, who was a departmental secretary, and is now Associate for Direct Mail. An "Old-timer" is Jimmy McDonald who is a Fund Raising Trainee. In addition, the department includes the Stencil Department; directed by Ralph Rojas and staffed by three clerks. Finally, Barbara Code, who is a secretary in the Administration Department is on "loan" to us to work on the Holiday Cards and we have one girl from JOIN (New York City anti-poverty program), Cynthia Thornton.

Income

For the first four months of the present fiscal year, (June through September), our income was approximately $234,000. This is down from $303,000. for the comparable period last year, and up from $224,000. of the previous year. I believe last year is an inappropriate period of comparison since those months included the immediate aftermath of the disappearence of the three boys and a period of considerable "blood money" fund raising for us. Two years ago -- the year of our highest total fund raising -- offers a better measuring rod.

More detailed statistics are included in Ed Day's and George Wiley's reports but a number of comments are revelent here. The major fund raising vehicle continues to be direct mail -- the budget appeal, which was mailed on September 15-17, two weeks earlier than last year, is doing somewhat less well than last year, as we had anticipated. As of Friday, October 15th, we had received $57,887.00, which compared with $66,511.78 for the comparable time last year. No new "outside" appeals have been sent; there is one scheduled to go out at the end of October. We have received approximately $20,000 from old summer appeals to outside lists -- the response to the three lists ranged from a return of nearly five times over our out-of-pocket expenses to breaking even. The appeals sent to these lists were severely dated (they were about the forthcoming summer with a focus on Bogalusa) as they were mailed durning August. I think it no accident that there is a direct correlation between when the appeals was mailed and its return.

It is too early to give any indication of Holiday Card returns. The brochures will be completely mailed to the CORE list (75,00) as well as to an additional 175,000 names by October 19th which is about two weeks earlier than last year (but still later than desirable). As of Friday October 15th we have received orders totalling $683.10, and contributions from this source of $69.40. Of the three new cards, Prestopino's "Sleeping Infant," and Amen's "Many Children" are doing quite well. It is too early to tell much on the Lillian Smith record which we are selling.

Income from chapters has not been terribly high -- $1500. in the month of September. It is still a situation of relatively few chapters contributing the bulk of the money, and from what information we can garner it is a relatively few chapters who are doing any fund raising activities.

The area where there is the greatest expandability for fund raising is in direct solicitation. When Farmer and Wiley have beenavailable to do this it has gone fairly well; the main problem is that they have many (far too many, I would suggest) responsibilities. Of course, Farmer's speaking tour has netted a sizable income, with considerably more to come in the coming months.

Prospectus

As I mentioned above, the next three months until the first of the year will produce, I trust, significant mail income. There is the continuing return from the Budget Appeal, the bulk of the income from the Holiday Cards, and the outside appeal going to 237,000 names. Included in this list is a "test" of Negro parents in the south.

A little further in the future, there will be some sort of mailing to promote Farmer's book, "Freedom When?" and a mailing to outside lists soon after the first of the year.

Nina Simone is going to do a series of concerts along the east coast with at least five chapters. We offered the same arrangements to the chapters in the San Francisco and Los Angeles areas (but not within the cities themselves since this was prohibited by Miss Simone's contractual arrangements) with no takers. I hope to net for national CORE an average of $1,500. to $2,000. per concert.

In the planning stage (I am to meet him here in New York this week-end) is a "CORE Salute to Dick Gregory." I would hope to raise $20,000. to $40,000. from this affair.

Also in the planning stage is a format recommended by our Fund Raising Advisory Committee which involves soliciting major on-going support from a pretigious group in New York City.

In an area where the convention and we place great emphasis, that of fund-raising within the Negro community, we have not done anywhere near as well as we had hoped. We have begun to make some contacts with entertainers in the R & R and R & B field -- James Brown is doing a benefit for Queens CORE at the end of October and we have a commitment from the Supremes to do a concert at sometime for us. Also, we have a commitment from the Staple Family Gospel Singers to do a concert for us.

Mr. Farmer has done some direct solicitation fund raising within the Negro community (especially with the help of Ruth Turner and Floyd McKissick) and we have discussed the increased utilization ofFloyd to do more of this work. We have also discussed a program not unlike the NAACP Life Membership, except we are thinking of raising the ante to $1000. and giving a really significant award.

I am also considering a winter sales of general greeting cards, probably using the three general cards (Prestopino, "Many Children," and "Tulips") from the Holiday Card list and adding two cards by an African artist who has agreed to give us the cards. Perhaps this can be combined with the solicitation for Farmer's book.

[1965] [October?]

CORE NATIONAL OFFICE

ADMINISTRATION

National Director

James Farmer　Nancy Stedman
George Wiley　Benjamin Brown

Business

Edwin Day　Clora Coleman　Annie Page

Switchboard

Suzanne Hawkins

Stock Room

Carlos Rijos

Bookkeeping

Jan Jennings　Eartha Quintano　Lula Farmer (part-time)
Arvind Bhauser　Brenda Thompson　Carlos Orsini (part-time)

FUND RAISING

Fund Raising Administration

Alan Gartner　Jimmy McDonald　Frances Crayton
Marie Simmons　Ben Peterson　Babette Code
Doris Castle　Rosalind Becton

Stencil

Ralph Rojas　Laura Wynder
Dorothy Warren　Peter Windsor

PUBLIC RELATIONS

None

ORGANIZATION

Ronnie Moore　Maxine Skurka　Judy Rollins

LEGAL

Carl Rachlin　Steve Nagler　Charlaine Shelto

WASHINGTON OFFICE DEVELOPMENT

Mike Lesser　Judi Nusbaum

October 22, 1965

National Office Monthly Budget (October, 1965)

	Natl. Dir's. Sect.	Bus. Sect.	Bkpng. Sect.	Fund Rais. Dept.	Pub. Rel. Dept.	Org. Dept.	N.E. Reg. Off.	Legal[1] Dept.	Wash. Off. Dev.	Totals	
Payroll[5]	2901(4)	2080(5)	1677(4)	4639(12)	- (0)	958(3)	-	100(1)	711(2)		13066
Payroll Benefits	290	208	168	464	-	96	-	10	71		1307
Rent & Maintenance	350	120	210	380	40	80	60	160			1400
Telephone											1600
Basic & Local Calls	115	80	50	135	85	90	75	120		750	
Long Distance	505	20	5	90	50	45	25	110		850	
Equipment Rental											1067
Typewriters	41	54	26	128	26	28	21	30		354	
Adding Machines			63							63	
Bookkeeping Machine[2]			500							500	
Elliott Machine[3]				103						103	
Water Cooler,Postg.Mach.		47								47	
Western Union [4]	200										200
Postage											405
General	70	20	15	40	10	20	10	45		230	
Chapter				30		25				55	
Press					120					120	
Travel & Expenses											1750
Farmer	400									400	
Wiley	200								100	300	
McKissick	150									150	
Other	250			200				250	200	900	
Supplies & Services											1290
General	75	25	100	50	25	25	25	50		375	
Stencils (Ell.Mach.)				315						315	
Clipping Service					300					300	
Buttons, T-Shrts,etc.					300					300	
Staff Reimbursements	300										300
Contingency	600										600
Omissions	300										300
	$6747	$2654	$2814	$6574	$ 956	$1367	$ 216	$ 875	$1082		$23,235
Special Income[1,6]								690[1]	1082[6]		
Net Total											$21,513

Footnotes:

1. CORE's legal program is subsidized by SEDF. As of September 1st our only payroll cost will be a $100 a month retainer to Carl Rachlin. A legal Assistant and a second lawyer are maintained in the National Office, but paid by SEDF. In addition, a 90% share of the facilities and services used by the Legal Department in the National Office is paid for by SEDF. This amounts to $690 a month and is shown as income at the bottom of the budget.

2. Bookkeeping machine, which is being purchased at a cost of $2700 and will be paid off at $500 per month over the next five and a half months.

3. The Elliot machine is an addressing machine.

4. Western Union is being centralized in the National Director's Department. Approval for sending wires can be secured from Nancy Stedman.

5. Number of full-time staff members.

6. Special fund raising for Washington office.

NORTHERN MONTHLY BUDGET (OCTOBER, 1965)

			NORTHEAST			
	West	North Central	Basic	Supplimental[1]	Rochester Proj.[2]	TOTALS
Payroll (F.S.'s)	433 (1)	433 (1)	816 (2)	408 (1)	408 (1)	
Payroll (Task Force)					108 (1)	
Payroll (benefits)	43	43	82	41	41	
Expenses	50	250	250		50	
Auto Leases	125 (1)			250 (2)		
Auto Operation	75			150		
TOTAL EXPENSES	726	726	1148	849 [1]	607 [2]	$4,056
Special Income [2]				849 [1]	607 [2]	$1,456
NET TOTAL						$2,600

---

[1] It is proposed that this money be raised in Northeast Region to support extra servicing.

[2] Funds to come from RWDSU grant.

CONTINUE ---CORE OPERATING LOANS PAYABLE & PAYMENT AMOUNTS
AS OF 9-10-65

PREPARED BY
GEORGE WILEY & ED DAY

	#3591 Mrs. D $6,000.00	Mrs. H $10,00.00	Anonymous Bankers Trust $4,500.00	Mis Loans $18,020.00	Total Monthly
9-15-65	180.00		150.00		8,658.75
10-8-65				720.00	7,200.00
10-15-65	420.00		350.00		36,334.38
11-8-65				7,300.00	7,300.00
11-15-65	420.00		350.00		10,765.01
12-15-65	480.00		400.00		11,788.14
12-17-65				10,000.00	10,000.00
1-15-66	180.00	10,000.00	150.00		14,631.27
2-15-66	480.00		400.00		9,774.40
3-15-66	480.00		400.00		9,767.53
4-15-66	480.00		400.00		9,760.66
5-15-66	480.00		400.00		9,753.79
6-15-66	600.00		150.00		11,456.92
7-15-66	300.00				8,643.48
8-15-66					
9-15-66			150.00		150.00
10-15-66			350.00		350.00
11-15-66			350.00		350.00
12-15-66			400.00		400.00
1-15-67			100.00		100.00
	4,500.00	10,000.00	4,500.00	18,020.00	160,704.33 (total balance payable as of 9-10-65)
	1,500.00				
					36,500.00 (total paid to date)
	6,000.00	10,000.00	4,500.00	18,020.00	197,204.33 (total original

CORE OPERATING LOANS PAYABLE & PAYMENT AMOUNTS AS OF 9-10-65

PREPARED BY
GEORGE WILEY &
ED DAY

	SELF	#3581 * Bank of N.Y. $27,000.00	3582 * Chemical Bank $65,000.00	Loan #2 * Chemical Bank $15,000.00	#3583 Chase Manhattan $20,000.00
TOTAL INTEREST--		1,025.83	2,717.65	378.35	
TOTAL LOAN & INTEREST--		28,025.83	67,717.65	15,378.35	
9-15-65	2,000.00	810.00	1,950.00	1,568.75	2,000.00
10-8-65 10-15-65	25,562.50	1,890.00	4,550.00	1,561.88	2,000.00
11-8-65 11-15-65		1,890.00	4,550.00	1,555.01	2,000.00
12-15-65		2,160.00	5,200.00	1,548.14	2,000.00
12-17-65 1-15-66		810.00	1,950.00	1,541.27	
2-15-66		2,160.00	5,200.00	1,534.40	
3-15-66		2,160.00	5,200.00	1,527.53	
4-15-66		2,160.00	5,200.00	1,520.66	
5-15-66		2,160.00	5,200.00	1,513.79	
6-15-66		2,700.00	6,500.00	1,506.92	
7-15-66		2,375.83	5,967.65	1,506.92	
	27,562.50	21,275.83 6,750.00	51,467.65 16,250.00	15,378.35	8,000.00 12,000.00
	27,562.50	28,025.83	67,717.65	15,378.35	20,000.00
Interest Rates ——		5%	5½ %	5½%	

Note: Interest is on a single basis as per above percentages

* Interest Bearing Loans

[1965] [October?]

FUND RAISING FRONT COSTS, SEPT. 1 - Dec.31, 1965

	Sept.	Oct.	Nov.	Dec.	Total
Budget (Card,letter,Env. Ret.Env,Stuffing,Postage	$5691				$ 5,691
Hol.Cdrd (Broch.,Env.,Ret. Env.,Recd.Flyer,Stuffng Postage		$14,671			14,671
H.C. Envelopes	5,419				5,419
New Holiday Cards	5,600				5,600
Old Holiday Cards		4,500			4,500
Other H.C. Costs (Pckging, Imprntng, Postage)		7,900			7,900
Outside Appeal - 217 M (Letter,Env.,Ret.Env., Stuffing, Postage)		21,700			21,700
Pay Mail	250	250	250	250	1,000
Farmer Travel	500	1,000	1,000	500	3,000
Records			4,000		4,000
TOTALS	$17,460	50,021	5,250	750	73,481

October 22, 1965

INCOME PROJECTIONS
September 1 - December 31, 1965

	Sept.	Oct.	Nov.	Dec.	Total
Budget	$35,000	$30,000	$10,000		$75,000
Outside (old)	12,000				12,000
P. Sargent	7,000				7,000
Sales	6,000	2,000	4,000	2,000	14,000
Chapters	3,000	3,000	3,000	3,000	12,000
Outside (new)		5,000	25,000	20,000	50,000
Direct. Solict.	7,000	10,000	10,000	5,000	32,000
Organizations	6,000	10,000	10,000	10,000	36,000
Benefits	4,000	5,000	10,000	5,000	24,000
Holiday Cards		5,000	20,000	10,000	35,000
Honoraria		10,000	8,000	2,000	20,000
TOTAL	$80,000	$80,000	$100,000	$57,000	$317,000

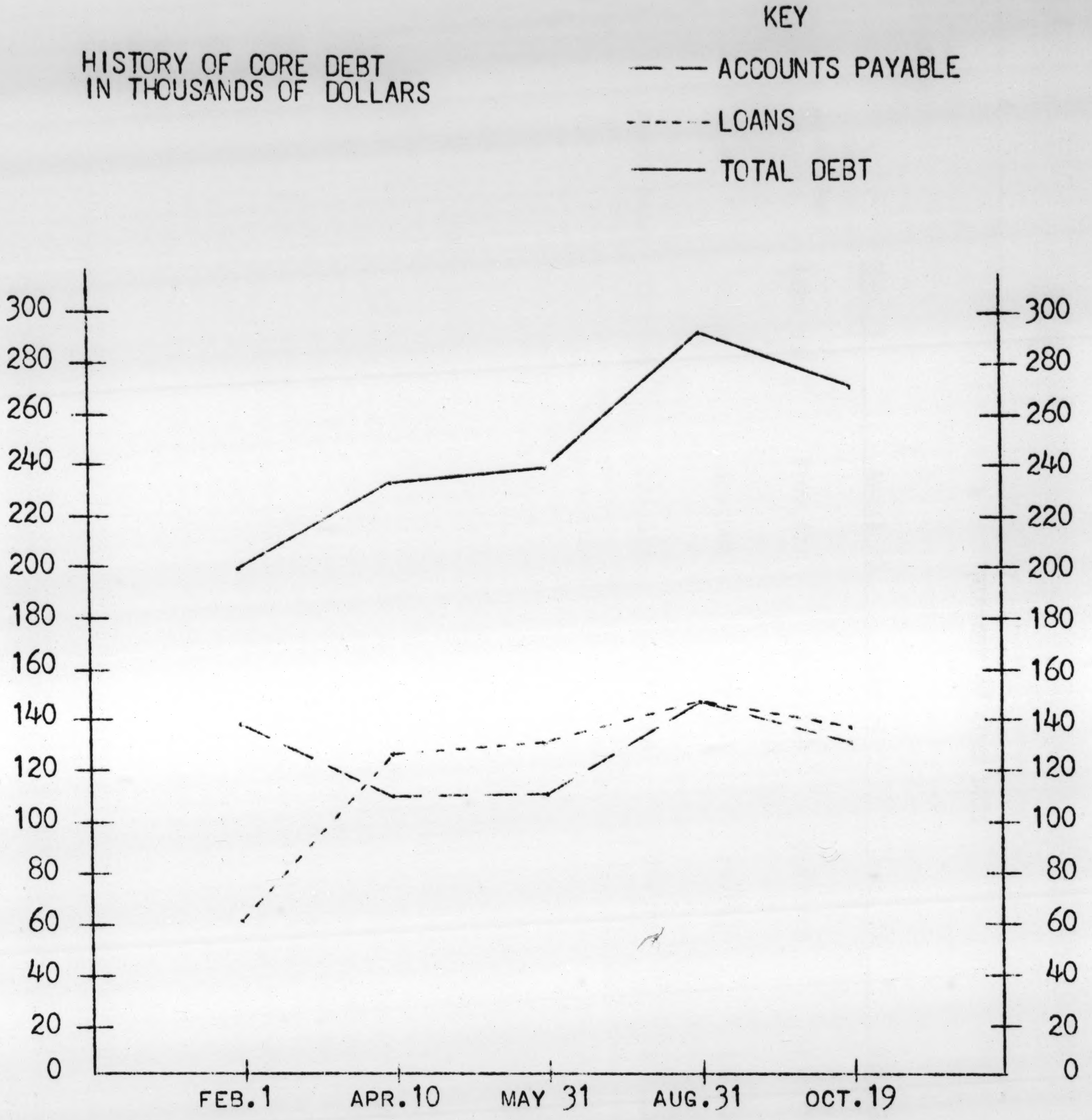
October 22, 1965

[1965] [October?]

NATIONAL CORE DEBT
AS OF OCTOBER 19, 1965

Loans	$137,553.70
Accounts Payable (suppliers)	113,901.45
Staff Loans (1964 Paychecks)	1,118.61
Back Salary Increments Owed Staff	1,448.37
Expense Reports	7,683.91
Legal	8,846.89
TOTAL DEBT	$270,552.93

[1965] [October?]



HISTORY OF CORE DEBT (ACCOUNTS PAYABLE, LOANS, AND TOTAL DEBT) FEBRUARY 1, 1965 THRU OCTOBER 19, 1965

G.A.W./ E.A.D. 10/22/65

[1965] [October?]

October 22, 1965

HISTORY OF CORE DEBT

	Feb. 1	April 10	May 31	Aug. 31	Oct. 19
Accounts Payable	$138,034	$107,477	$109,733	$147,509	$132,999
Loans	61,667	126,000	129,631	147,220	137,554
Total Debt	199,701	233,477	239,364	294,729	270,553

[1965] [October?]

SOUTHERN MONTHLY BUDGET (OCTOBER, 1965)

ITEM	S.C.	N.C.	MISS.	Fla.	La.	S.O.	TOTAL
Field Secretaries (12)	1,733.33 (3)	533.33 (1)	373.72 (1)	408.33 (1)	841.66 (2)	2,224.99 (4)	6,115.36 --
Benefits (10%)	173.33	53.33	37.37	40.83	84.16	222.50	611.52
Task Force Workers (26)	324.99 (3)	216.66 (2)	758.31 (7)	216.66 (2)	1.083.30 (10)	216.66 (2)	2,816.58
F.S. Expense						600.00	600.00
F.S. Repayments (6,910.59 owed)						300.00	300.00
Rent			90.00	15.00	45.00	100.00	250.00
Utilities			60.00	15.00		30.00	105.00
Phones for Projects			150.00	90.00	150.00	200.00	590.00
Auto Leases (based on 126.04 each)	504.08 (4)		126.04 (1)	152.08 (2)	630.10 (5)		1,402.52
Office Supplies	30.00		100.00	30.00	100.00	150.00	410.00
Contigencies (Fines, minor accidents, bail, extra travel, emergencies, etc.)						599.02.	599.02
Car Maintenance (16 cars at 75.00)	300.00 (4)		300.00 (4)	150.00 (2)	450.00 (6)		1,200.00
TOTAL							15,000.00

October 27, 1966

Mrs. Margaret Fisher
National Committee
Against Discrimination in Housing
322 Lexington Avenue
New York , N. Y.

Dear Margaret:

Enclosed is a photo of me. You can tell I am not a publicity hound. I don't have loads of glossies laying around the office. Would you please return the photo when you are through with it. My wife likes it.

I have been Executive Director of the Scholarship, Education, and Defense Fund since April 1st, 1965. Before that I was for five and a half years Community Relations Director of CORE. I previously worked for Histadrut and for various unions in the American Trade Union movement as an organizer research assistant and administrator.

I have been physically attacked three times in the course of my civil rights work. In St. Louis, in New York and in Canton, Mississippi, where my nose was broken.

I don't really know how much bio you want but this seems more than enough.

You have my premission to edit all you like.

Best of luck,

A.B, Washington U., 1950

Marvin Rich,
Executive Director

MR:ha

P.S. How about changing your plate to reflect our new name?

NCDH
NATIONAL COMMITTEE AGAINST DISCRIMINATION IN HOUSING
Center for Fair Housing
323 LEXINGTON AVENUE, NEW YORK, N.Y. 10016 • 685-8911

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■

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Past Presidents

January 30, 1967

Dear Marvin:

As a member of the NCDH Board, you will be pleased to learn that plans for our Annual Banquet, to be held in New York City on April 13, are moving ahead. Many of our mutual friends and colleagues from the worlds of industry, government, the arts and the fields of housing and civil rights, who share our deep concern for the urban crisis and the ghetto system, have come forward as sponsors of this important event.

The Banquet will offer us the opportunity to honor two nationally known men for their service and leadership in the field of equal opportunity in housing; Mr. Charles Abrams, Chairman, Department of Urban Planning, Columbia University, and Judge Loren Miller, distinguished West Coast attorney and vice president of the National Board of Directors of the NAACP.

The event will take place in the Cert Room of the Waldorf-Astoria Hotel. A table for ten is only two hundred and fifty dollars. It is our hope to have a large gathering at the Banquet and that the Scholarship, Education & Defense Fund for Racial Equality will be well represented.

We have contracted Mr. Gilbert Jonas, well-known fund raising consultant, to assist NCDH in this important undertaking. He will be in touch with you shortly and will provide you, at that time, with additional details.

We know we can count on your full cooperation.

With kindest personal regards,

Sincerely,

Ed
Edward Rutledge
Executive Director

Jack
Jack E. Wood, Jr.
Associate Executive Director

Mr. Marvin Rich
Executive Director
Scholarship, Education & Defense
Fund for Racial Equality
150 Nassau Street
New York, New York 10023

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AMERICAN BAPTIST CONVENTION, DIVISION OF CHRISTIAN SOCIAL CONCERN
AMERICAN CIVIL LIBERTIES UNION
AMERICAN COUNCIL ON HUMAN RIGHTS
AMERICAN ETHICAL UNION
AMERICAN FRIENDS SERVICE COMMITTEE
AMERICAN JEWISH COMMITTEE
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AMERICAN NEWSPAPER GUILD, AFL-CIO
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COMMONWEALTH OF PUERTO RICO, DEPARTMENT OF LABOR, MIGRATION DIVISION
CONGRESS OF RACIAL EQUALITY — CORE
COOPERATIVE LEAGUE OF THE USA
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INDUSTRIAL UNION DEPARTMENT, AFL-CIO
INTERNATIONAL LADIES' GARMENT WORKERS' UNION, AFL-CIO
INTERNATIONAL UNION OF ELECTRICAL, RADIO AND MACHINE WORKERS, AFL-CIO
JEWISH LABOR COMMITTEE
LEAGUE FOR INDUSTRIAL DEMOCRACY
THE METHODIST CHURCH, WOMAN'S DIVISION OF CHRISTIAN SERVICE
NAACP LEGAL DEFENSE AND EDUCATIONAL FUND, INC.
NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE — NAACP
NATIONAL ASSOCIATION OF HOUSING COOPERATIVES
NATIONAL ASSOCIATION OF NEGRO BUSINESS AND PROFESSIONAL WOMEN'S CLUBS
NATIONAL CATHOLIC CONFERENCE FOR INTERRACIAL JUSTICE
NATIONAL COUNCIL OF CHURCHES OF CHRIST, DEPARTMENT OF RACIAL AND CULTURAL RELATIONS
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NATIONAL COUNCIL OF NEGRO WOMEN
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"A decent home and a suitable living environment for every American family"

National Education Association

COMMISSION ON
PROFESSIONAL RIGHTS AND RESPONSIBILITIES

NATIONAL EDUCATION ASSOCIATION
nea
OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

October 16, 1967

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Boulder City, Nevada

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Junior Technical Writer

Marvin Rich, Exec. Director
Scholarship, Education & Defense
Fund for Race Equality, Inc.
150 Nassau Street, Room 1707
New York, New York 10038

Dear Mr. Rich:

Enclosed you will find reprinted copies of a report on the Model Cities Conference sponsored earlier this year by the External Advisory Council to the NEA-PR&R Committee on Civil and Human Rights of Educators.

At the conference, participants requested that this report be disseminated as widely as possible. For this reason we are making up to 200 copies of this report available, free of charge, to interested agencies for distribution to associates and local affiliates, as long as the present supply lasts.

Hopefully, this report will continue to promote a greater awareness of the real needs in this area, and perhaps serve as a catalyst for the development of significant action.

The conferees also urged that interested organizations begin to develop guidelines of their own and make them available to members or chapters, particularly to those who are residents of cities applying for Model Cities Planning Grants.

Sincerely yours,

Samuel B Ethridge

Samuel B. Ethridge
Associate Secretary for
Human Rights of Educators

SBE:si
Enclosure

NEA DuSHANE
FUND FOR
TEACHER RIGHTS

NCDH

NATIONAL COMMITTEE AGAINST DISCRIMINATION IN HOUSING
323 LEXINGTON AVENUE, NEW YORK, N.Y. 10016 • 685-8911

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October 19, 1967

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Mr. Marvin Rich
Executive Director
SCHOLARSHIP, EDUCATION & DEFENSE
FUND FOR RACIAL EQUALITY
150 Nassau Street
New York, New York

Dear Mr. Rich:

As you will see from the attached, you have a chance to generate for NCDH a dollar from the Rockefeller Brothers Fund for every new dollar your organization is willing to contribute in 1967.

As you know, the past few years have placed enormous program and administrative burdens upon our staff. This is no doubt the result of the substantial growth of interest in the cause of open housing throughout the nation, plus the fact that NCDH remains one of the very few sources of expertise, responsible action and concrete information on the subject.

While we welcome our increasing burdens as evidence of progress, they have produced severe financial strains on our still modest national organization. Some of these strains must necessarily be relieved by those most directly involved in NCDH, its member organizations who comprise our Board of Directors. Unlike many of our affiliates, we have no permanent constituency and cannot rely upon a mass membership. To compound this ongoing condition, the past summer has been especially hard on us. Last year between dues and extra contributions we received only $11,000 from our affiliates from a total budget of $250,000. This year we are seeking from our affiliates $50,000 of a 1967 budget of a minimum $303,000.

That is why we undertook this summer to meet personally with the heads of a few of our largest affiliates to ask them to triple their 1966 contributions.

I am pleased to report that the NAACP, United Auto Workers and the Legal Defense Fund have already agreed to this urgent request as pacemakers for the other affiliates. Since you did not contribute in 1966, we are asking you for $500 in 1967 plus your $200 dues by December 31. Whatever your response, please make it as generous as possible. A major portion of our Rockefeller Brothers Fund grant and the cause of open housing depend upon it.

Sincerely,

George R. Metcalf

George R. Metcalf
President

GRM.w
Enclosure

448

Contributions to the National Committee Against Discrimination in Housing (NCDH) are deductible for income tax purposes.

Rockefeller Brothers Fund
30 Rockefeller Plaza
New York, New York 10020

July 10, 1967

Dear Ed:

This is to confirm our recent telephone conversation in which I advised that the Trustees of the Rockefeller Brothers Fund have considered the request you and Jack Wood presented on behalf of the National Committee Against Discrimination in Housing. While it was not possible to provide assistance of the magnitude you suggested, the Fund is glad to renew its general budgetary support for 1967 and 1968 at $15,000 annually, and I enclose a check in that amount for this year, payable to the National Committee Against Discrimination in Housing.

To assist the Committee in broadening its base of support, the Trustees have approved up to an additional $10,000 for 1967, if matched dollar for dollar by increased contributions from your member organizations. This grant will be forwarded on or before December 31, 1967, on receipt of a requisition from you or another authorized officer of the Committee setting forth the amount of each increase and the date on which paid or payable. Increases evidenced by written pledges payable before June 30, 1968, may be counted in arriving at this total.

Sincerely yours,

David F. Freeman

Mr. Edward Rutledge, Executive Director
National Committee Against Discrimination
in Housing
323 Lexington Avenue
New York, New York 10016

NATIONAL COMMITTEE AGAINST DISCRIMINATION IN HOUSING
323 LEXINGTON AVENUE, NEW YORK, N. Y. 10016 • 685-8911
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November 29, 1967

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NOV 30 1967
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Mr. Marvin Rich
Executive Director
Scholarship, Education & Defense
Fund for Racial Equality
150 Nassau Street
New York, New York

Dear Marv:

Recently your organization received the enclosed letter from George Metcalf urging that your organization increase its 1967 contribution over last year's to help us receive an additional $10,000 from the Rockefeller Brothers Fund. As yet we have not heard from you, nor have we even received this year's dues.

Inasmuch as we have now been asked by the Rockefeller Brothers Fund to submit a progress report qualifying us for the grant, I must count on your immediate cooperation. If you cannot remit an increased contribution by December 31, 1967, a written affirmation of the fact that you will submit an increased contribution by June 30, 1968 will suffice for our purposes with Rockefeller. We must, however, have either your check or your pledge at once.

A stamped, self-addressed envelope and reply card are enclosed for your convenience.

Sincerely,

John

D. John Heyman
Treasurer

DJH.w
Enclosure

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Member Organizations

AMALGAMATED CLOTHING WORKERS OF AMERICA, AFL-CIO
AMERICAN BAPTIST CONVENTION, DIVISION OF CHRISTIAN SOCIAL CONCERN
AMERICAN CIVIL LIBERTIES UNION
AMERICAN COUNCIL ON HUMAN RIGHTS
AMERICAN ETHICAL UNION
AMERICAN FEDERATION OF LABOR AND CONGRESS OF INDUSTRIAL ORGANIZATIONS
AMERICAN FRIENDS SERVICE COMMITTEE
AMERICAN JEWISH COMMITTEE
AMERICAN JEWISH CONGRESS
AMERICAN NEWSPAPER GUILD, AFL-CIO
AMERICAN VETERANS COMMITTEE
AMERICANS FOR DEMOCRATIC ACTION
ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH
BROTHERHOOD OF SLEEPING CAR PORTERS, AFL-CIO/CLC
COMMONWEALTH OF PUERTO RICO, DEPARTMENT OF LABOR, MIGRATION DIVISION
CONGRESS OF RACIAL EQUALITY — CORE
COOPERATIVE LEAGUE OF THE USA
FRIENDSHIP HOUSE
INDUSTRIAL UNION DEPARTMENT, AFL-CIO
INTERNATIONAL LADIES' GARMENT WORKERS' UNION, AFL-CIO
INTERNATIONAL UNION OF ELECTRICAL, RADIO AND MACHINE WORKERS, AFL-CIO
JEWISH LABOR COMMITTEE
LEAGUE FOR INDUSTRIAL DEMOCRACY
THE METHODIST CHURCH, WOMAN'S DIVISION OF CHRISTIAN SERVICE
NAACP LEGAL DEFENSE AND EDUCATIONAL FUND, INC.
NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE — NAACP
NATIONAL ASSOCIATION OF HOUSING COOPERATIVES
NATIONAL ASSOCIATION OF NEGRO BUSINESS AND PROFESSIONAL WOMEN'S CLUBS
NATIONAL CATHOLIC CONFERENCE FOR INTERRACIAL JUSTICE
NATIONAL COMMITTEE ON TITHING IN INVESTMENT
NATIONAL COMMUNITY RELATIONS ADVISORY COUNCIL
NATIONAL COUNCIL OF CHURCHES OF CHRIST, DEPARTMENT OF RACIAL AND CULTURAL RELATIONS
NATIONAL COUNCIL OF JEWISH WOMEN
NATIONAL COUNCIL OF NEGRO WOMEN
NATIONAL URBAN LEAGUE
PROTESTANT EPISCOPAL CHURCH, DEPARTMENT OF CHRISTIAN SOCIAL RELATIONS
SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY
SOUTHERN REGIONAL COUNCIL
SYNAGOGUE COUNCIL OF AMERICA
UNION OF AMERICAN HEBREW CONGREGATIONS, COMMISSION ON SOCIAL ACTION
UNITARIAN UNIVERSALIST ASSOCIATION
UNITED AUTO WORKERS OF AMERICA, AFL-CIO
UNITED CHURCH OF CHRIST, COUNCIL FOR CHRISTIAN SOCIAL ACTION, AND RACE RELATIONS DEPARTMENT, BOARD OF HOMELAND MINISTRIES
UNITED PRESBYTERIAN CHURCH, OFFICE OF CHURCH AND SOCIETY, BOARD OF CHRISTIAN EDUCATION
UNITED STEELWORKERS OF AMERICA, AFL-CIO
YOUNG WOMEN'S CHRISTIAN ASSOCIATION, NATIONAL BOARD

"A decent home and a suitable living environment for every American family"

December 1, 1967

Mr. D. John Heyman
Treasurer
National Committee Against
Discrimination in Housing
323 Lexington Avenue
New York, N.Y. 10016

Dear John:

I am enclosing the pledge card. SEDFRE is dead broke right now. That seems to be a fact of life. However, I am enclosing the card with the promise of a contribution of $100.00 by June 30, 1968. I wish it could be more, but we are really quite a marginal operation.

Sincerely,

Marvin Rich
Executive Director

Enclosure as stated

Martin Schneider
758-6940

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MAR 13 1968
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NCDH
NATIONAL COMMITTEE AGAINST DISCRIMINATION IN HOUSING
323 Lexington Avenue
New York, N. Y. 10016
(212) 685-8911

March 8, 1968

Mr. Marvin Rich, Exec. Dir.
Scholarship, Education & Defense
Fund for Racial Equality
150 Nassau St.
New York, N. Y.

Dear Mr. Rich:

The enclosed report on the relationship between employment and housing opportunities is being sent to a select group of persons who are in positions of leadership vital to the nation's future. We believe it comes to grips with the major domestic issue confronting our society: the economic disadvantage of minority citizens isolated in ghettos and the resultant racial crisis in urban America.

This examination of where the jobs are and where those who need them most now live was prepared by the National Committee Against Discrimination in Housing (NCDH). It indicates clearly that, with the decentralization of industry, employment opportunities are moving beyond the geographic reach of the masses of Negroes and other minorities who are confined to living quarters in the core city.

The findings of this initial study have serious implications for the future of the free enterprise system and for future direction of metropolitan residential planning. They should evoke deep concern in both private and public leadership circles. As one of the nation's prominent industrialists recently commented:

> "We belong to Plans for Progress. We have made every effort possible to hire minority groups. But the paramount problem now is open occupancy, and businessmen ought to face up to it."

NCDH stands ready to assist you in exploring new approaches that address themselves to the challenges raised by this study. Additional copies of the report are available from our office.

We invite your comments.

Sincerely yours,

Robert L. Carter
Robert L. Carter
President

D John Heyman
D. John Heyman
Chairman of the Board

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American Civil Liberties Union
American Ethical Union
American Federation of Labor-Congress of Industrial Organizations
American Friends Service Committee
American Jewish Committee
American Jewish Congress
American Newspaper Guild, AFL-CIO
American Veterans Committee
Americans for Democratic Action
Anti-Defamation League of B'nai B'rith
Brotherhood of Sleeping Car Porters, AFL-CIO/CLC
Building Service Employees International Union, AFL-CIO
Commonwealth of Puerto Rico, Department of Labor, Migration Division
Congress of Racial Equality
Cooperative League of the USA
Friendship House
Industrial Union Department, AFL-CIO
International Ladies' Garment Workers' Union, AFL-CIO
International Union of Electrical, Radio and Machine Workers, AFL-CIO
Jewish Labor Committee
League for Industrial Democracy
The Methodist Church
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National Association of Housing Cooperatives
National Association of Negro Business and Professional Women's Clubs
National Catholic Conference for Interracial Justice
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National Education Association
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Oil, Chemical and Atomic Workers International Union, AFL-CIO
Protestant Episcopal Church
Scholarship, Education and Defense Fund for Racial Equality
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Synagogue Council of America
Union of American Hebrew Congregations
Unitarian Universalist Association
United Auto Workers of America, AFL-CIO
United Church of Christ
United Housing Foundation
United Presbyterian Church
United Steelworkers of America, AFL-CIO
Young Women's Christian Association

NCDH

NATIONAL COMMITTEE AGAINST DISCRIMINATION IN HOUSING

323 Lexington Avenue
New York, N. Y. 10016
(212) 685-8911

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April 2, 1968

Mr. Marvin Rich
Executive Director
SCHOLARSHIP, EDUCATION AND
DEFENSE FUND FOR RACIAL EQUALITY
150 Nassau Street
New York, New York 10038

Dear Marvin:

In my capacity as newly-elected treasurer, I have been reviewing the financial status of NCDH as it reflects contributions and dues from affiliates. I find, for example, that your organization has pledged $100 for the year 1967.

We need greater support from our member agencies than ever before. We urge you to make a very special effort to pay this pledge and to add a contribution over and beyond this amount if at all possible.

The cause we serve advances our mutual goals and therefore I feel there is no need for a special plea.

Sincerely,

Arthur

Arthur D. Wright
Treasurer

ADW.w

4/11/68 Check for $100
forwarded. See attached.

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Folder of NCDH materials

National Com. Against
Discrim in Housing

[illegible] bd of D[illegible]
SEDFRE a
cooperating Org,
'66 [illegible]

memos to bd members
reports of [illegible]
Title [illegible]
[illegible] accept agmt
for funds

Comment probably from SEDFRE employee →

no rioter gives a tinker's damn on this!

July 18, 1968

Mr. John J. Grossbaum, Chief
Research Branch
Contracts Division
Contracting Officer
Department of Health, Education and Welfare
U.S. Office of Education
Washington, D.C.

ATTENTION: Mr. William Rich

Dear Mr. Grossbaum:

Submitted herewith is a revised budget for contract #OEC 0-8-080800-4492 (010). This budget was revised after negotiations with Mr. William Rich of your office. This revised budget corrects certain mathematical errors in the personnel category and reduces the cost budgeted for the final report from $1,000 to $200, increased the cost of supplies from $600 to $800, and reduces the cost of estimated travel for the members of the Planning Committee from $2,700 to $2,000. After revision, the budget calls for total project costs of $21,460.00.

Sincerely yours,

Marvin Rich
Executive Director

Enclosure: (2)

bcc: Ronnie Moore

Scholarship, Education and Defense
Fund for Racial Equality, Inc.
164 Madison Avenue
New York, N.Y. 10016
(212) 532-8216

REVISED TOTAL PROJECT COSTS

A.	PERSONNEL	Per Cent			
	Marvin Rich	1/12		$15,500	$ 1,275
	Ronnie M. Moore	1/12		$11,500	$ 958
	James T. McCain	3/12		$10,500	$ 2,525
	Spiver Gordon	1/12		$ 7,350	$ 612
	Secretarial	4/12		$ 7,000	$ 2,333
					$ 7,703
B.	BENEFITS (8%)				$ 616
C.	CONSULTANT				
	Susie B. Waldman	3/12		$19,500	$ 4,875
D.	TRAVEL				
	4,000 miles @ ¢8 per mile		$320		
	Fares (airplane)		$300		
	Per diem 60 days @ $10 per day		$600		
					$ 1,220
E.	SUPPLIES				800
F.	COMMUNICATIONS				900
G.	SERVICES - REPRO				300
H.	FINAL REPORT				200
I.	EQUIPMENT				75
J.	OTHER - Planning Committee It is contemplated that the Planning Committee of nine members will hold three meetings of two days duration. Thus, there will be fifty-four meetings to be reimbursed. Estimated travel for the nine members			$ 2,000	
	Estimated per diem at $15 per day			$ 820	2,820
K.	SUBTOTAL				19,509
L.	INDIRECT (10%)				1,951
TOTAL PROJECT COSTS					$21,460

July 18, 1968

SEDFRE 8/19/68

INTER OFFICE MEMORANDUM

To: Marvin Rich

From: Ronnie Moore

Re: Planning Committee of the National School Board Seminar

The following persons were asked to be members of the Planning Committee:

1. Preston Wilcox
2. Samuel Simmons
3. T.E. Patterson
4. Robert Bendiner (cannot accept due to previous committment, but will confer with us.)
5. Mrs. Bernice Miller (no answer)
6. Dr. Charles Smith (cannot accept due to busy schedule, possible can attend one session).
7. Dr. Gracie Boggs (no answer)
8. ~~Dr. Ercell Watson (cannot accept due to previous committments).~~
9. Dr. Jeanne Smith

The following persons have accepted.

1. Preston R. Wilcox
2. T.E. Patterson
3. Samuel Simmons
4. Dr Jeanne Smith

R

MEMORANDUM

SEDFRE 8/23/68

To: Marvin Rich

From: Ronnie Moore

Planning Committee of the National School Board Seminar

The following persons have indicated that they will accept invitation to be on the Planning Committee:

1. Preston Wilcox
2. Samuel Simmons
3. T.E. Patterson
4. Dr. Jeanne Smith
5. Dr. Aaron Brown
6. Evelyn Rich ?
7. Charles Smith (one session in advisory capacity)

- -

The following persons were asked but so far have not replied

1. Mrs. Bernice Miller
2. Mrs. Gracie Boggs
3. Dr. Gregory R. Anrig
4. Gregory Simms
5. Dr. John Brewer
6. Dr. Ercell Watson (cannot accept due to previous committments)
7. Robert Bendiner (cannot accept due to previous committments but will confer with us.

MEMORANDUM

October 9, 1968

TO: Dr. Edward Brice

FROM: Marvin Rich

SUBJECT: National Training Conference

SEDFRE proposes a four-day National Training Conference of Black School Board Members in January 1969 for school board officials from both northern and southern school districts, big-city and rural.

Focus will be on increasing the competence of the board member. Training sessions will stress information, skill development and attitude change. Special materials are being developed under a research grant from the U.S. Office of Education.

SEDFRE requests a grant for this training conference from the Department of Health, Education and Welfare. Total cost for room and board, travel and other expenses for 200 people at a four-day conference is estimated at $42,500.

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.

164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

October 10, 1968

The Honorable Wilbur Cohen,
Secretary
Department of Health, Education and Welfare
Washington, D.C.

Dear Secretary Cohen:

You are invited to deliver the keynote address to 200 participants at the forthcoming National Training Conference of Black School Board Members, to take place January 16-19, 1969 at Airlie House in Warrenton, Virginia. The keynote is scheduled for Thursday evening, January 16th. We would hope that you could join us by 6:00 p.m. for cocktails and dinner before the formal opening session, which will begin at 7:30 p.m.

As you may know, this Conference will focus on increasing the competence of the school board member. The curriculum will give trainees a body of useful information, practical training in leadership skills, and a keener awareness of their own attitudes and the viewpoints of others. Participants will include black school board members from northern and southern school districts, suburban, rural and big-city.

If you are able to accept, I would like to meet with you to discuss the Conference in more detail.

I am most hopeful that this date fits in with your schedule, and that you will agree to give this endeavor the high-caliber, official sendoff we feel its purposes merit.

Thanks in advance for your consideration.

Sincerely,

Marvin Rich

Marvin Rich
Executive Director

cc: Dr. Edward Brice

Contributions are deductible for income tax purposes

■ *president:* Andrew E. Norman ■ *vice presidents:* William S. Ellis, Nannette Sachs ■ *secretary:* Ezra Levin ■ *treasurer:* Shelley Appleton ■ *executive director:* Marvin Rich ■ *leadership development director:* Ronnie M. Moore ■ *legal director:* Carl Rachlin ■ *BOARD OF DIRECTORS:* Nils R. Douglas, *chairman* ■ James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts

To: Ronnie Moore
Marvin Rich

Oct. 10, 1968

From: Susie Waldman

Re: Rough first draft of school board conference agenda

What has fallen out (measuring against our original emphases) is room for discussion of major current issues in education.

Decentralization and community control are only tangentially mentioned in Curriculum and Educational Policies workshops. Desegregation, integration and consolidation are inherent only in sessions on the educational structure and how to manipulate it.

Perhaps we should make room for optional disuussion workshops on these two topics, with general session to sum it all up.

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC.
164 Madison Avenue, New York, N.Y. 10016 (212) 532-8216

National Conference of Black School Board Members, January 16-19, 1969 ~~Airlie House~~
at Airlie House, Warrenton, Virginia

AGENDA - FIRST DRAFT (Oct 10/68)

~~SATURDAY, January 16, 1969~~
THURSDAY, January 16

Morning: Warm-up
Afternoon + night: Goals

8:00 a.m.	Breakfast
9:a.m. to 12:30 p.m.	Registration Housing Brief presentation on the history and development of school boards. (Complete reference paper/being prepared for distribution to all participants as take-home material, ~~by Dr. Aaron Brown~~) Informal Group Discussions: Participants will meet in small groups at random to discuss back-home problems of schools. Purpose: to set informal atmosphere of this Conference and at the same time to precipitate dialogue between participants and faculty. Discussion leaders will be on hand to get geographic mix into "random" groups and to help lead conversations which develop. Desired size of conversation groups: 10-12.
a.m. warm-up	
12:30-2:30 pm.	Lunch
1:30-2:30	Small Group Sessions on goals. Purpose: to set and examine Conference goals, with an emphasis on defining the current problems confronting black school board officials. Participants will be divided into groups of 10 to discuss (and later report on) the main problems confronting school board officials as these discussants see the situation. Each group will be asked to set a priority on the personal goals its members would like to achieve from the Conference: specific information wanted, skills people desire to learn, self-awareness participants hope to achieve. Each group must select no more than 5 specific goals to present to the plenum session. Each group must select one spokesman to report to general session and keep notes for written report of its discussion.
p.m. goals	

2:30-3:30 p.m.	General Session on goals. Participants talk. Representative of each group will present his report on the needs and objectives of trainees as decided upon in his group. Total group will then examine the similarities and differences of the various reports, and develop a list of 25 goals (out of a possible 90 assuming 18 groups of 10) which they think can be achieved at the Conference. Changes will be made in the advance curriculum based on participant recommendations and ~~available resource persons~~ the availability of appropriate resource persons.
3:30-4:00 p.m.	Coffee break
4:00-5:00 p.m.	General session on goals, continued.
5:00-6:30 p.m.	Recreation and cocktails
6:30-7:30 p.m.	Dinner
7:30-8:45 p.m.	General Session formally opening Conference.
	Introduction of Keynote Speaker by Julian Bond.
	Keynote Address by the Hon. Wilbur J. Cohen, Secretary, U.S. Department of Health, Education and Welfare
8:45-10:00 p.m.	Informal sessions ~~Entertainment~~
	Exhibit Room: Optional night demonstration session on the teaching of black history without textbooks, featuring a variety of approaches introduced by a panel of successful teachers (to be repeated ~~each~~ Saturday and Friday nights)
	Entertainment

MIDWAY DAY A (Friday or Saturday)

Morning: ~~Area~~ Attitudes and Community Accountability
Afternoon and Evening: Effective Black Membership on School Board Committee

9:00 - 9:30 a.m.	General session on attitud es and community accountability. Brief presentation on the special responsibilities of Negro school board officials. (Discussion starter to be developed, based on Joseph Howell's diagram-analysis of attitude progression toward goal of effective black board membership.)
9:30 - 12:30 a.m.	Small-group sessions on attitude-exploration. Total group;will be again spoint into the random groups of 10 which worked on goal-definition Thursday afternoon. Exercise: Chart of 12 popular ~~c~~hatch-phrases (black is beautiful, things are changing, burn-baby-burn, black power, green power, etc.) will be given to each participant to react to and evaluate. Trainers (Planning Committee members) will encourage participants to discuss their reactions honestly and openly and to listen to reactions different from their own. Which are negatives, which postives, which neutrals? What are these phrases: vlaues? self-images? norms of behavior? bags? hang-ups? Limited goal: some exploration of attitude differences within a group agreed on certain ultimate objectives. Broader goal: learning to accept differences and work together.
12:30-1:30 p.m.	Lunch
1:30-2:00 p.m.	General Session on Board Committees, subject to occupy remainder of day (1:30-9:30). Introduction to the day's agenda will consist of a 10-minute talk outlining the policy-making significance of Committee operations, urging trainees to avoid non-basic assignments and concentrate on getting appointed to three key committees: Personnel, Finance and Curriculum. Group will then be split into three groups for initial socio-dramas, involving participants directly in the experience of securing -- or failing to secure -- an important Committee role. Then sub-groups of 60 will attend three simultaneous workshops on the three key committees, each running 1½ hours. (Each workshop repeated three times to cover three sub-groups of 60) A special how-to manual will be prepared on each of the three topics.

2:00 - 3:30 p.m. Workshop period #1
3:30-4:00 p.m. Coffee break
4:00 - 5:30 p.m. Workshop period #2
6:30-7:30 p.m. Dinner
8:00- 9:30 p.m. Workshop period #3

Personnel Committee. Special responsibilities of black school board members serving on personnel committee require special information, skills. Member needs the ability to identify an able, competent superintendent who in turn will hige the right administrators and teachers. The role of the Board member is not to hire teachers, but to guard against emasculation of school-board policies by top school staff. Personnel Committee is a key spot for minority-group school board member, since recruiting competent personnel, from superintendent down to teacher, is a critical educational need.

Materials: how-to manual with theme of how to help identify good change-producing personnel. Will include some indication of any available national sources for recriuting candidates for top school vacances, and recommend ways to promote effective black educators already employed in the school system.

Finance Committee. This committee is crucial since the key to school reform is money. Workshop will tackle basics, like how to read and analyze a budget, plan programs, look for new sources of financing, evaluate site selections. Will include information on legislation, federal and state, offering ~~aidxtmx~~ aid to local school districts. (NDEA, Civil Rights Act, anti-poverty programs, etc.) Will present changes in administrative practices: Detroit is suing the state over the amount given to disadvantaged children; a similar dispute is occurring in California. Point: to learn how system works and how to get the good out of it for Negro ~~boys and girls~~ youths. Workshop will also get into the subtleties, helping trainees recognize when they have a superintendent who won't touch federal funds for fear of community reaction.

Materials: Sample school budgets and exercise; how-to guide on understanding the basics of public-school financing in order to produce changes beneficial to black pupils. Directory of federal programs of aid to local school districts.

Curriculum Committee. Funntion of committee, particularly as it relates to curriculum more relevant to a black child. Information to help trainees ask the right questions, and know what kind of answers to expect. Training in how to locate and tap outside resources for educational expertise.

Materials: How-to manual providing trainee with valid criteria to good curriculum; ~~textrbook survey adapted to be useful to communities seeking improved books in their schools; bibliography of recommended books, pamphlets, films, etc.~~ (Refer to additional materials offered in session on Educational Policies.

MIDWAY DAY B (Friday or Saturday)

Morning: Case Study in Black Effectiveness (Trenton)
Afternoon: Educational Policies: Defining the Ideal Product
Afternoon and Evening: Understanding How the Educational System Works and How to Manipulate the System

9:00-12:30 a.m. General Session training exercise on strategic planning. The goal of the Trenton Case Study is to encourage black school board officials and community activists to collaborate, despite ideological differences, to achieve one specific objective on which all agree. Aim: to help all citizen-leaders concerned with education to act in concert to accomplish the change of one thing in an educational system.

Training Design: Exercise is divided into five consecutive stages, each opening with a total-group session and followed immediately by buzz sessions or small-group (20 participants) workshops, conducted in separate location by an appointed discussion leader. Trainer will be available to consuslt with buzz groups.

Materials: "Change Comes to Trenton Schools in 1968, A Study in Factfinding, Procedure and Strategy" (A Guide for Leaders); Trenton Human Relations Council special High School Study report; Kerner Commission Report summary; other relevant Trenton materials.

12:30-1:30 Lunch

Midway Day B, afternoon and night, for to workshops on educational policies (ideal product) and the system (how it operates and how to manipulate)

Note: Mechanics of this still need to be worked out! (HRLP!)
Hours available: 1:30 - 9:30 or 10:00

Information Workshop on educational policies. Intensive session providing information and resources about the ideal: the way things should be, the end-product of the changes and reforms being attempted in the existing school system. Will include model curricula for making schooling more relevant to black pupils, plus guidelines to encourage board members to turn to specific outside resources. Board members need not be experts, but must know essentials and be able to find appropriate experts on such subjects as classroom teaching techniques (the team approach, the career-ladder principle applied to teaching aides, films, teaching machines, community resources).

Materials: Textbook criteria: model for measuirng present books used in schools, plus examples of good texts to substitute, and bibliography of recommended books, pamphlets, films. Model curricula on Negro history, African studies, other special-interest courses, at primary and secndary levels. Samples of experimmantal school total curricula and teaching approaches which have proved most promising.

Faculty: School board member who has been through the mill, backed up by team of resource people with expertise in appropriate educational specialties.

. Information workshop on understanding and manipulating the educational system. ~~Whatzhaxt~~ Information about the structure of government bodies, and the workings of school systems, both formal and informal. What are the basic reforms to be effected? Who are the major actors or enablers for these specific changes? To eliminate racism in education, group will be encouraged to choose 8 or 10 areas in which to move, identify targets requiring strategy for reform, outlining what can be done in both the short and the long haul. Overall material describing major reforms needed at federal and state level rather than local boards of education ~~(emaxtxuxlt~~ (emasculation of Guidelines in South). Stress on the skills needed by local school board members to effect changes possible at that le vel. Understanding ~~whatzyou~~ how to ~~xxxx~~ get what you want from the other side. New roles for board members, including contacts with Negro contractors so black community can share in the economic pie. Formation of power bases in order to influence the system, ~~zboth~~ on the local level, statewide and nationally.

Materials: ~~paper~~ background paper ~~tozbe~~ prepared for this session.

Faculty: Top staff professional of U.S. Civil Rights Commission, top public-school administrator, university specialist inxkurban affairs. Resource persons on Southern school systems, inner-city community organizers, experienced school-board members, government education specialists.

9:30 – 10:00 p.m — Entertainment

Exhibit Room; Optional night session repeated

SUNDAY, January 19

Morning and Afternoon	Skill Development Workshops, followed by General Session Conference Evaluation and Follow-Up
9:00 a.m. to 12:30 p.m.	Optional Skill Development Workshops. Each participant will choose to attend three out of the eight skill workshops offered, described after summary of day's schedule.
9:00 - 10:30 a.m.	Optional workshop
10:30-11:00 a.m. a.m.	Break
11:00-12:30 p.m.	Optional workshop
12:30-1:30 p.m.	Lunch
1:30-3:00 p.m.	Optional workshop
3:00 - 3:15 p.m.	Break
~~3:00 - 5:00 p.m.~~	~~General Session on Evaluation of Conference~~
3:15 - 5:00 p.m.	General Session on Conference Evaluation and Follow-Up Planning.
5:00 - 6:30 p.m.	Packing
6:30 p.m.	Cookout

move to p 6

Optional Skill Development Workshops

1. Negotiation — Theme of workshop will be that black Board members develop skill of negotiating at two levels: a) with school board members for black community (or conversely with black community for the school board); and 2) in collective bargaining with teachers. Resource: SEDFRE how-to manual on negotiations, already available, plus more specific guidelines keyed to school board matters.

2. Public Relations and Press — How to use the press, radio and TV effectively to bring views and interests of black parents, teachers and students into wide circulation -- both in the black community and the total community. Press conference techniques; the use of well-prepared releases and background papers; appearances on radio and TV. Board of Education business and the press: when to have open meetings and why, when secrecy is justified. Board unity versus black unity. Resource: SEDFRE manual in preparation to be made available to workshop participants by mail.

3. Communications, or, Community Relations — Who are you talking to and how do you best get your message across? Public speaking; functioning in a meeting; visiting teachers, students and administrators in schools; opening lines of communication into the black community; developing a network of aides to increase two-way communication between the board member and the black community, also between the black board member and the total educational establishment and white community. Resources: ?

4. Board Meetings — Relations between the black board member and other members of the board. Parliamentary procedures: how to function effectively in a meeting. Committee functions. Board meetings and lines of communication with the community. Resource: SEDFRE ~~manual a possibility if this would be particularly useful.~~ — Best available materials,

5. Campaigning — How to organize the community for political action, run a successful campaign for school board membership. Unifying the black community behind a single candidate; defining broad issues to appeal to white voters as well. Materials: SEDFRE how-to manual on political strength now being revised. Specific guidelines on campaigning for school board office could will be drawn up.

6. Workshop-Education Techniques — How to set up a regional conference for newly elected school-board members -- taught as a broad introduction to the generally applicable techniques of leadership training and group education. Resource: SEDFRE to draw up guidelines, for eventual use in a Conference Planning Kit.

7. Research — Workshop will include introduction to data collection, listening, intelligence-gathering. Will distinguish between such activities as carried out for information available from a) black community, and b) white community. How to develop a network of informants. Building a team for the black school board member. What regional, national resources may be tapped to assist the black school board member (local university or college, bar or professional education associations, black coalition information bank, NASB black caucus pool, SEDFRE technical assistance program, etc.) Resources and materials: ?

8. Intergroup Relations — How to form effective alliances: use outside resources to beat or modify system so it works for black kids. City and state bodies, voluntary organizations, federal programs designed to spur educational reforms. Learning to work with others without going along with the system. Maintaining the trust of black community activists; forging new relationships of equality with white community and educational leaders. Resources: ?

3:15 - 5:00 p.m. General session on conference evaluation and follow-up planning

5:00 - 6:30 p.m. Packing

6:30 p.m. COOKOUT or ~~GALA Soul Supper~~ ([illegible])

Date: October 15, 1968

To: Marvin Rich

From: Susie Waldman

Re: First draft of Curriculum for National Conference of School Board Members

Two features of curriculum planning are not clear in the attached: 1) the use of selected films in the various sessions wherever possible; and 2) the use of video-tape throughout -- in informal sessions, in the workshop on negotiations, for the socio-dramas to be developed at the start of the workshops on Board Committees.

Informal evening sessions have been left open for continuing discussion of the two often-conflicting concerns we expect to dominate the initial sessions on goals: namely, decentralization and community control (the large-city concern) and desegregation, integration and consolidation (the concern of Southern, smaller-city and suburban school districts). Special sessions on particular aspects and problems may be scheduled for evenings.

~~Curriculum will be changed to accommodate the needs of participants up to the last minute~~

Should the opening sessions and participants' questionnaire responses so indicate, curriculum will be changed to accommodate the particular concerns of trainees in full daytime sessions.

October 17, 1968

Mr. Robert Bendiner
44 Central Parkway
Huntington, N.Y. 11743

Dear Bob:

This is the first full draft of the School Board Seminar we propose for January. I would be interested in your comments and in your suggestions for possible resource people.

Two features of curriculum planning are not clear in the attached: 1) the use of selected films in the various sessions wherever possible; and 2) the use of video-tape throughout -- in informal sessions, in the workshop on negotiations, for the socio-dramas to be developed at the start of the workshops on Board Committees.

Informal evening sessions have been left open for continuing discussion of the two often-conflicting concerns we expect to dominate the initial sessions on goals: namely, decentralization and community control (the large-city concern) and desegregation, integration and consolidation (the concern of Southern, smaller-city and suburban school districts). Special sessions on particular aspects and problems may be scheduled for evenings.

Should the opening sessions and participants' questionnaire responses so indicate, curriculum will be changed to accommodate the particular concerns of trainees in full daytime sessions.

Thanks so much.

Cordially,

Marvin Rich
Executive Director

Enclosure as stated

THE FOLLOWING PAGES ARE THE BEST
AVAILABLE.

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY INC.
164 Madison Avenue, New York, N.Y. 10016 212 / 532-8216

National Conference of Black School Board Members, January 16-19, 1969, at
Airlie House, Warrenton, Virginia

CURRICULUM -- First Draft (October 15, 1968)

THURSDAY, January 16

Morning: Warm-up sessions
Afternoon
and night: Goal-setting

9:00 a.m. - 12:30 p.m.	Registration Housing Presentation on the history and development of school boards. (Complete reference paper being prepared for distribution to all participants as take-home material.) Informal Group Discussions: Participants will meet in small groups at random to discuss back-home problems of schools. Purpose: to set informal atmosphere of this Conference and at the same time to precipitate dialogue between participants and faculty. Discussion leaders will be on hand to get geographic mix into "random" groups and to help lead conversations which develop. Desired size of conversation groups: 10-12.
12:30-1:30 p.m.	Lunch
1:30-2:30 p.m.	Small Group Sessions on goals. Purpose: to set and examine Conference goals, with an emphasis on defining the current problems confronting black school board officials. Participants will be divided into groups of 10 to discuss (and later report on) the main problems confronting school board officials as these discussants see the situation. Each group will be asked to set a priority on the personal goals its members would like to fill at the Conference: specific information wanted, skills people desire to learn, self-awareness participants hope to achieve. Each group must select no more than 5 specific goals to present to the plenum session. Each group must select one spokesman to report to general session and keep notes for written report of its discussion.
(Note: We anticipate that current goals and problems will be concentrated around two principal current concerns: 1) problems attendant upon desegregation, integration and consolidation in Southern and small-town school districts; and 2) problems arising from the trend toward decentralization and community control(in big-city ghetto districts).	

2:30-3:30 p.m.	General session on goals. Paticipants talk. Representative of each group will present his report on the needs and objectives of trainees as decided upon in his group. Total group will then examine the similarities and differences of the various reports, and develop a list of 25 goals (out of a possible 90, assuming 18 groups of 10) which they think can be achieved at the Conference. Changes will be made in the advance curriculum based on participant recommendations and the availability of appropriate resource persons.
3:30-4:00 p.m.	Coffee break
4:00-5:00 p.m.	General session on goals, continued.
5:00-6:30 p.m.	Recreation and cocktails
6:30-7:30 p.m.	Dinner
7:30-8:45 p.m.	General Session formally opening Conference. Introduction of keynote speaker by Julian Bond Keynote address by the Hon. Wilbur J. Cohen, Secretary, U.S. Department of Health, Education and Welfare.
8:45-10 p.m.	Informal sessions Entertainment

MIDWAY DAY A (Friday or Saturday)

Morning: Attitudes and Community Accountability
Afternoon
and Night: Effective Black Membership on School Board Committees

9:00 - 9:30 a.m.	General session on attitudes and community accountability. Brief presentation on the special respohsibilities of Negro school board officials. (Discussion starter to be developed, based on Joseph Howell's diagram-analysis of attitude progression toward goal of effective black board membership.)
9:30 a.m. - 12:30 p.m.	Small-group sessions on attitude-exploration. Total group will be again split into the random groups of 10 which worked on goal-definition Thursday afternoon. Exercise: Chart of 12 popular catch-phrases (black is beautiful, things are changing, burn-baby-burn, black power, green power, etc.) will be given to each participant to react to and evaluate. Trainers (Planning Committee) will encourage participants to discuss their reactions honestly and openly and to listen to reactions different from their own. Which phrases represent negatives, which positives, which neutrals? What are these phrases: values? self-images? norms of behavior? bags? hang-ups? Limited goal: some exploration of attitude differences within a group agreed upon certain ultimate objectives. Broader goal: learning to accept differences and work togeyher.
12:30 - 1:30 p.m.	Lunch
1:30 - 2:00 p.m.	General Session on Board Committees. Workshops on this topic will occupy remainder of day (1:30-9:30 p.m.). Introduction to the day's agenda will be a 10-minute talk outlining the policy-making significance of Committee operations, urging trainees to avoid non-basic assignments and concentrate on getting appointed to three key Committees: Personnel, Finance, Curriculum. Group will then be split into three subgroups for initial socio-dramas, involving participants directly in the experience of securing -- or failing to secure -- an important Committee role. (Role-play guidelines to be developed.)

Then sub-groups of 60 will attend three simultaneous workshops on the three key committees, each running 1½ hours. (Each workshop repeated three times to cover three sub-groups of 60.) A special how-to manual will be prepared on each of the three topics, by an outside expert.

2:00 - 3:30 p.m.	Workshop period #1
3:30 - 4:00 p.m.	Coffee break
4:00 - 5:30 p.m.	Workshop period #2
6:30 - 7:30 p.m.	Dinner
8:00-- 9:30 p.m.	Workshop period #3

1. Personnel Committee. Special responsibilities of black school board members serving on personnel committee call for special information, skills. Member needs the ability to identify an able, competent superintendent who in turn will hire the right administrators and teachers. The role of the Board Member is not to hire teachers, but to guard against emasculation of school-board policies by top school staff. Personnel Committee is a key spot for minority-group school board member, since recruiting competent personnel, from superintendent down to teacher, is a critical educational need.

   Materials: how-to manual with theme of how to identify good change-producing personnel. Will include some indication of any available national resources for recruiting candidates for top school vacancies, and will recommend ways to promote effective black educators already employed in the school system.

2. Finance Committee, This committee is crucial since the key to school reform is money. Workshop will tackle basics, like how to read and analyze a budget, plan programs, look for new sources of financing, evaluate site selection. Will include information on legislation, federal and state, offering aid to local school districts (NDEA, Civil Rights Act; anti-poverty programs, etc.) Will present changes in administrative practices (Detroit is suing the state over the amount given to disadvantaged children; a similar dispute is occurring in California.) Point: to learn how the system works and how to get the good out of it for Negro youths. Workshop will also get into the subtleties, helping trainees recognize when they have a superintendent who won't touch federal funds for fear of community reaction.

   Materials: Sample school budgets and exercise; how-to guide on understanding the basics of public-school financing in order to produce changes beneficial to black pupils. Directory of federal programs of aid to local school districts.

3. Curriculum Committee. Function of committe, particularly as it relates to curriculum more relevant to black children. Information to help trainees ask the right questions, and know what kind of answers to expect. Training in how to locate and tap outside resources for educational expertise.

   Materials: How-to manual providing trainees with valid criteria to good curriculum. Model curricula on Negro history, African studies, other special-interest courses, at primary and secondary levels. Textbook criteria, through model survey for measuring present books used in schools, with accompanying examples of good texts to substitute. Bibliography of recommended books, pamphlets, films, film strips. Samples of experimental school total curricula and teaching approaches which have proved most promising.

9:30 p.m. --- Inform[illegible]ions
Ent[illegible]

MIDWAY DAY B (Friday or Saturday)

Morning: Case Study in Black Effectiveness (Trenton)
Afternoon and Night: Workshops on The Educational Product and The Educational System

9:00 a.m. - 12:30 p.m.

General Session training exercise on strategic planning will begin with film on community action. Purpose of Trenton case study: to encourage black school board officials and community activists to collaborate, despite ideological differences, in order to achieve one specific objective on which all agree. Broad aim: to help all citizen leaders concerned with education to act in concert to accomplish the change of one thing in an educational system.

Training Design: Exercise is divided into five consecutive stages, each opening with a total-group session and followed immediately by buzz group sessions or small-group (20) ~~participants~~ workshops, conducted in separate locations by appointed discussion leaders. Trainer will be available to consult with buzz groups.

Materials: "Change Comes to Trenton Schools in 1968, A Study in Factfinding, Procedure and Strategy (A Guide for Leaders); Trenton Human Relations Council special High School Study report; Kerner Commission Report summary; other relevant Trenton materials.

12:30 - 1:30 p.m.

Lunch

1:30 - 9:30 p.m.

Two Rotating Workshops on: 1) the educational product, and 2) the system (how it operates and how to manipulate it).
Training design: Participants will be divided into two groups of 90. Each information workshop will be staffed by a trainer and a panel of resource persons. The large-group of 90 will be broken down into smaller groups as the workshop proceeds, with resource specialists moving about from small group to small group. Each of the two workshops will take a total of three hours, on the following schedule:

1:30 - 4:30 p.m. / 4:30 - 6:00, 8:00 -9:30

1. Information Workshop on The Educational Product. Film and intensive discussion session providing information and resources about the ideal: the way things should be, the end-product of the changes and reforms being attempted in the existing school system. Focus will be on the child himself, and the basic things he should be getting in school and from school. Will include positive features of integrated schooling; positive contributions of decentralized education, with increased parent and community [illegible] participation. Will present essentials board member must know about new educational approaches (team teaching, the career-ladder principle applied to teaching aides, films, teaching machines,

new guidance goals and approaches, community resources) and what trainee must know too about the limitations of older techniques like ability grouping, tracking, standardized achievement tests, etc.

Materials: paper to be written by Mrs. Evelyn Rich and Dr. Jeanne Smith, plus selected brochures, articles, other pertinent publications.

Faculty: Trainer plus panel including school board member who has been through the mill, backed up by team of resource people with expertise in appropriate educational specialities. Theoreticians on the special needs of black schoolchildren will also be included on this panel.

2. Information workshop on understanding and manipulating the educational system. Information about the structure of government bodies, and the workings of school systems, both formal and informal. What are the basic reforms to be effected? Who are the major actors or enablers for these specific changes? To eliminate racism in education, group will be encouraged to choose 8 or 10 areas in which to move, identify targets requiring strategy for reform, outlining what can be done in both the short and the long haul. Overall material describing major reforms needed at federal and state level rather than local boards of education (emasculation of Guidelines in South). Stress on the skills needed by local school board members to effect changes possible at that level, with special attention to the problems of Negro faculty and school administrators during the processes of desegregation, integration and consolidation. Understanding how to get what you want from the other side. New roles for board members, including contacts with Negro contractors so black community can share in the economic pie. Formation of power bases in order to influence the system, on the local level, statewide and nationally.

Materials: background paper prepared for this session. Other relevant articles, papers, etc.

Faculty: Resource panel and trainer. Top staff professional of U.S. Civil Rights Commission, top public-school administrator, university specialist in urban affairs. Resource persons on Southern school systems, inner city community organizers, experienced school board members, government education specialists.

9:30 p.m. -- Informal sessions

Entertainment

SUNDAY, January 19

Morning and afternoon — Skill Development Workshops, followed by General Session Conference Evaluation and Follow-Up

9:00 a/m/ - 12:30 p.m.

Optional Skill Development Workshops. Each participant will choose to attend three out of seven skill workshops offered. Each workshop will take 1½ hours on the following schedule:

9:00 - 10:30 a.m.
Break
11:00 @ 12:30 p.m.
Lunch 12:30-1:30
1:30 - 3:00 p.m.
Break

1. Negotiation — Theme of workshop will be that black board members develop skill of negotiating at two levels: a) with school board members for black community (or conversely with black community for the school board); and 2) in collective bargaining with teachers. Resource: SEDFRE how-to manual on negotiations, already available, plus more specific guidelines keyed to school-board matters.

2. Public Relations and the Press — How to use the press, radio and TV effectively to bring views and interests of black parents, teachers and students into wide circulation -- both in the black community and the total community. Press conference techniques; the use of well-prepared releases and background papers; appearances on radio and TV. Board of Education business and the press: when to have open meetings and why, when secrecy is justified. Board unity versus black unity. Resource: SEDFRE manual in preparation to be made available to workshop participants, or mailed in follow-up period.

3. Community Relations — Who are you talking to and how do you best get your message across? Public speaking; functioning in a meeting; visiting teachers, students, administrators in schools; opening lines of communication into the black community; developing a network of aides to increase two-way communication between the board member and the black community, also between the black board member and the total educational establishment and white community. Resources: possible guidelines to be assigned for preparation by outside expert.

4. Research — Workshop will introduce data collection, listening, intelligence-gathering. Will feature presentation on legal research for board members. Broad distinction will be made between information-gathering activities as carried out for data available from a) black community, and b) white community. How to develop a network of informants. Building a team for the black school board member. What regional, national resources may be tapped to assist the black school board member (local university or college, bar or professional education associations, black coalition information bank, NASE black caucus pool, SEDFRE technical assistance program, etc.) Resources and materials: directory of resources, legal compilation.

5. Board Meetings — Relations between the black board member and other members of the board. Parliamentary procedures: how to function effectively in a meeting. Committee functions. Board meetings and lines of communication with the community. Resource: Best available materials.

more

6. Campaigning — How to organize the community for political action, run a successful campaign for school board membership. Unifying the black community behind a siggle candidate; defining broad issues to appeal to white voters as well. Materials: SEDFRE how-to manual on political strength now being revised. Sppcific guidelines on campaigning for school board ~~official~~ office may be drawn up.

7. Workshop-Education Techniques — How to set up a regional conference for newly elected school-board members -- taught as a broad introduction to the generally applicable techniques of leadership training and group education. Resource: SEDFRE to draw up guidelines for eventual use in a Conference Planning Kit. Basic material already in hand, to be adapted.

3:00 - 3:15 p.m.	Break
3:15 - 5:00 p.m.	General Session on Conference evaluation and follow-up planning.
5:00 - 6:30 p.m.	Packing
6:30 p.m.	Cookout

RECEIVED

OCT 28 1968

SEDF

October 16, 1968

Miss Susie B. Waldman, Materials Consultant
Scholarship, Education and Defense Fund
for Racial Equality
164 Madison Avenue
New York, New York 10016

Dear Miss Waldman:

I thank you very much for your kind invitation for me to write a basic manual on what a board member for the Finance Committee of a board of education should know in order to be accountable to the Black community.

This is the type of assignment I would very much like to have. It is critically important that your program be successful and that you'll find someone who is very competant to produce such a how-to-do-it-booklet.

I regret greatly that I will not be able to do it. I've taken on a new position as the Assistant to the Chancellor for Urban Affairs and Associate Professor for the Department of Economics at Oakland University. In addition to this, I'm organizing a predominately black owned national commerical bank and a housing rehabilitation corporation which will be buying up multi-family housing units, rehabiliting them and organizing their tenants into co-op for the sake of purchasing the rehabilitated apartments thereby displacing the frequently absentee landlord-owners, and serving as economic consultant to other organizations. Quite frankly, I'm grasping for a few seconds each week to spend with my family.

Again, I would very much like to take on this assignment but I couldn't possible do so. Thanks again for the confidence expressed in your communication.

Yours truly,

Karl D. Gregory
Economist

cc: Samuel Simmons
Marvin Rich ✓

KDG: aw

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

OFFICE OF THE SECRETARY

RECEIVED
OCT 25 1968
SEDF

SBS

October 23, 1968

Dear Mr. Rich:

Of necessity, my comments will need to be brief, as I am leaving for Ethiopia on Friday, and there are several things I must complete before my departure.

I think you and Ronnie are to be complimented for the fine effort that has gone into your planning for the School Board Members Conference. The curriculum seems to be balanced even though in one or two places, it seems to beg the question. I think black is beautiful, but I don't want it to become my shroud.

You have a fine group of resource persons, and I could add very little to this group. You might want to add Dr. William Cash to your list. He is no longer with us, but he has a very special job as Special Assistant to the President of University of Michigan, Ann Arbor, Michigan.

I have mentioned your speaking request to Secretary Cohen, and I hope he will accept.

It is not likely that funds would be available for the support of the workshop this year. I have talked with a few people, and this seems to be the case. However, I haven't given up on the possibility; we will keep trying.

Sincerely yours,

Edward W. Brice
Assistant to Assistant Secretary
for Education

Mr. Marvin Rich
Executive Director
Scholarship, Education & Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

OFFICE OF THE SECRETARY

SBS

OCT 24 1968

Dear Mr. Rich:

Secretary Cohen has asked me to thank you for your letter inviting him to deliver the keynote address at the National Training Conference of Black School Board Members at Airlie House on January 16, 1969.

The Secretary was honored by your invitation. Unfortunately, the extremely heavy demands on his time make it impossible for him to accept additional speaking engagements at this time.

I hope you will understand why he cannot do all the things he would like to do.

Mr. Cohen has asked that I convey his regrets and good wishes.

Sincerely,

Irving Goldberg

Irving Goldberg
Assistant to the Secretary
for Public Affairs

Mr. Marvin Rich
Executive Director
Scholarship, Education and
Defense Fund for Racial Equality, Inc.
164 Madison Avenue
New York, New York 10016

December 23, 1968

Mr. Sammy Davis, Jr.
9000 Sunset Boulevard
Los Angeles, California 90069

Dear Mr. Davis:

Somewhere in this letter I will wind up asking you to perform free, but first let me tell you about our organization and the wonderful people who make it up.

SEDFRE is an interracial national organization that had its origin in CORE; set up in 1962 to fight discrimination and poverty. Within the organization I believe we have a model world -- black, white, Spanish, rich, middle class, poor, and grass roots -- that somehow reminds me of the song you sing, and I never tire of hearing, Peace Brother Peace; that is what our organization stands for and what we believe in and, most of all, that's where I'm at. You see, we love, and we care, and we are not ashamed of that or afraid of showing it.

To work at SEDFRE is like no other experience that I've had in my life. It's hard to explain; it has changed my whole life and that of lots of other people.

We exist mainly from foundation grants, private contributions, and direct mail donations. We do get contracts too for our training services -- from OEO programs, some businesses and local funded groups. But the most rewarding work that we do is when we work with local grass-roots people, "our people" in the communities, serving whatever needs local people themselves spell out. I believe in SEDFRE and the work that we do, so much so that I think of it not as a job, but as a way of life.

Anyway, I guess you're tired of my gabbing, but you see, when I talk about SEDFRE and its people I can go on for hours. I'm told that my face takes on a different expression and my eyes light up, but that is the way I feel about it, for we are unique. I dare say there doesn't exist another organization like us, anywhere.

Well, Mr. Davis, we are having a National Conference of Black School Board Members, January 30 through February 2, 1969, at Airlie House, Warrenton, Virginia (an hour out of D.C.). We hope to bring together some 150 Black School Board Officials from across the country. We hope to develop the skills of the board members to deal more effectively with their duties, to make them better understand the issues, problems, and teaching techniques that affect the Black student. In other words, we want to impart new and useful information, skill training and insights. We realize that four days will only touch base, but we plan to do follow-up work in the field.

We were talking about entertainment, and I thought of you, and the song you sang the last time I saw you, which in essence says, "If you are having a party call on me and I will come and sing for free, just call me." Of course, no one here at SEDFRE believes that I'll write you, but I am, asking you to come and be with us, anytime during the four-day period, January 30, through February 2. We will of course pay for your transportation, in and out, of wherever you are.

Mr. Davis, if you can't come, I understand that you are very busy, because everybody wants you. But if you could, it will be one of the greatest thrills of my life. You see, somehow you and SEDFRE go together; you stand for the same things.

I am enclosing some materials, developed by, and about SEDFRE. I know that you will hardly have time to read this letter, not to speak of the materials.

Don't stop singing, Peace Brother Peace -- maybe more people will really listen to you, knowing that it comes from your heart, and get the message.

Won't you please let us hear from you? You can write to Marvin Rich, Director of our organization, or Ronnie Moore, Leadership Development Director (my wonderful boss.)

Thanks for being you, Mr. Davis, and for letting me take a little of your time.

Sincerely,

Laree Bell
Secretary to Ronnie M. Moore
Director, Leadership Development

enc
cc: Ronnie Moore
Marvin Rich

January 2, 1969

Mr. Robert Bendiner
44 Central Parkway
Huntington, N.Y. 11743

Dear Bob:

Enclosed is a copy of the revised curriculum for the School Board Seminar. The dates are definite - January 30th through February 2nd. I do hope that you can come. I would think it would be helpful to you and your suggestions afterwards would certainly be helpful to us.

Sincerely,

Marvin Rich
Executive Director

Enclosure:

COLLINS

ATTOR

F. COLLINS
R. DOUGLAS
LOLIS E. ELIE

January 2, 1969

Nils R. Douglas, Esq.
Collins, Douglas and Elie
344 Camp Street
New Orleans, Louisiana 70130

Dear Nils:

I am enclosing a copy of the revised curriculum for the School Board Seminar. I hope that you will be able to attend. It's particularly important that you attend opening day January 30th since we have you down to introduce the keynote speaker. Hopefully that will be Alan Pifer, President of the Carnegie Corporation.

I have also enclosed a check for $2983.56. I assume you can use it almost as much as we can. I'm sorry it took so long to pay, but SEDFRE's financial situation is not really much better than its ever been. We raise more, but we spend more.

How is Lolis? I thought about him but have not quite found out what to say other than get better quick you sonofabitch. My best to everyone for a better year.

Cordially,

Marvin Rich
Executive Director

Enclosures as stated
check #3915

January 2, 1968 [i.e. 1969]

Mr. Alan Pifer, President
Carnegie Corporation of New York
437 Madison Avenue
New York, N.Y. 10022

Hon John Conyers
222 Canon Hse Off Bldg
Wash, D.C. 20025

Dear Mr. Pifer:

Dear Congressman Conyers

SEDFRE plans a National Conference of Black School Board Members from January 30 through February 2, 1969. We expect 150 school board members from across the nation.

We would be honored if you would keynote the conference on Thursday evening January 30th. A copy of the proposed conference agenda is enclosed. However, we would hope that you would range ~~more~~ broadly.

The focus of this conference will be upon training, rather than policy setting. Participants will come from both north and south; small rural districts and large city ghetto neighborhoods.

Workshop sessions are being designed to accomplish three main purposes: 1) develop the skills of school board members to deal more effectively with their official duties; 2) to discuss and better understand the major issues and problems plaguing public educators today; and 3) to identify and promote school programs and teaching techniques with a high degree of relevance for the ~~Negro~~ black pupil. Emphasis will be on giving trainees a body of useful new information, skill training and insights.

Faculty will include government officials, education experts, lawyers, economists, experienced members of school boards, community activists, and professional trainers. (See draft curri[illegible]

The conference is being sponsored by SEDFRE, an interracial national organization set up in 1962 to provide a number of basic services to the movement against discrimination and poverty. SEDFRE's Seminar for Newly Elected Southern School Board Officials held in August 1967 proved so promising an approach that plans were made to follow it with a nationwide conference. Advance preparations for this training conference were made possible under a special research grant from the Office of Education, U.S. Department of Health, Education and Welfare.

I appreciate how busy you are, but hope that the important and challenging nature of the contribution you can make to the conference will allow you to find time to join us at Airlie House.

Sincerely yours,

Marvin Rich
Executive Director

Enclosure:

January 6, 1969

Mr. Herbert Denton
City Room
Washington Post
1515 L Street
Washington, D.C.

Dear Mr. Denton:

Enclosed is a draft copy of the agenda for the SEDFRE School Board Seminar of January 30 - February 2, 1969 at Airlie House in Warrenton, Virginia. I do hope that you will be able to attend. I will keep you informed as we go along.

Sincerely yours,

Marvin Rich
Executive Director

Enclosure as stated

January 8, 1969

The Honorable John Conyers
222 Canon House Office Building
Washington, D.C. 20025

Dear Congressman Conyers:

SEDFRE plans a National Conference of Black School Board Members from January 30 through February 2, 1969. We expect 150 school board members from across the nation.

We would be honored if you would keynote the conference on Thursday evening January 30th. A copy of the proposed conference agenda is enclosed. However, we would hope that you would range broadly.

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I appreciate how busy you are, but hope that the important and challenging nature of the contribution you can make to the conference will allow you to find time to join us at Airlie House.

Sincerely yours,

Marvin Rich
Executive Director

Enclosure:

January 9, 1969

Mr. John W. Gardner, Chairman
The Urban Coalition
1815 H Street, N.W.
Washington, D.C. 20006

Dear Mr. Gardner:

SEDFRE plans a National Conference of Black School Board Members from January 30 through February 2, 1969. We expect 150 school board members from across the nation.

We would be honored if you would keynote the conference on Thursday evening January 30th. A copy of the proposed conference agenda is enclosed. However, we would hope that you would range broadly.

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I appreciate how busy you are, but hope that the important and challenging nature of the contribution you can make to the conference will allow you to find time to join us at Airlie House.

Sincerely yours,

Marvin Rich
Executive Director

Enclosure:

also Sent to:
Betty Troubh - Abelard
Hilary Feldstein - Ford
James Joseph - Irwin-Sweeney-Miller -
Elie Evans - Carnegie
Deborah Cole - Aaron E. Norman
Robert Scrivner - Rockefeller Brothers
David Hunter - Stern family fund

January 9, 1969

Ernest Dunbar
Look Magazine
488 Madison Avenue
New York, N.Y.

Dear Ernie:

I called you yesterday, but you were out of town. As I may have told you, SEDFRE plans a National Conference for Black School Board Members in Airlie House January 30-February 2. We expect about 150 black school board members from more than 20 states. The curriculum is designed to foster attitude development, enhance skills, provide some relevant information and suggest possible strategies to meet the special needs of black school board members. A copy of the curriculum is enclosed.

All of this is to say that I think it will be an important seminar and I do hope that you can attend for Look. If its possible, please let me know.

to foundations:

Can attend for all, or at least part of the four days.

Cordially,

Marvin Rich
Executive Director

Enclosure: (1)
bcc: Gil Jonas

January 14, 1969

Mr. Samuel J. Simmons
Director of Field Services
U.S. Commission on Civil Rights
1701 Pennsylvania Avenue N.W.
Washington, D.C. 20425

Dear Mr. Simmons:

I want to express the thanks of SEDFRE staff and Board of Directors for your help. Your personal help and that of the Commission in planning and developing the National Conference of Black School Board Officials has been invaluable.

May I further presume upon the good offices of the Commission for clerical assistance too, during the four days of the Conference, January 30 through February 2. This will permit us to record and thus evaluate this important Conference. We will of course take care of room and board and transportation.

Sincerely,

Marvin Rich
Executive Director

ldb

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

January 14, 1969

The Scholarship, Education and Defense Fund for Racial Equality plans a national conference of black school board members for January 30-February 2 in Warrenton, Virginia. Most of these school board members are newly elected; they are able but inexperienced.

The School Board Seminar is designed to enhance the skills of the participants and to provide a broad understanding of the problems and programs involved in public education. The long-range goal of the seminar is to serve as a model and basic resource. SEDFRE hopes that it will set in motion a continuing and self-perpetuating process of education for the inexperienced school board member elected in future years. It is hoped that there will be regional seminars in the future. SEDFRE will provide participants with follow-up aid through its Technical Assistance Program for Newly Elected Officials.

Present indications are that the seminar will bring together trainees from some 20 states in every section of the country. In addition to members and candidates for regular school-board posts, a limited number of governing-board members from experiment schools in New York City and Washington will participate.

The enclosed curriculum for the seminar was developed by a planning committee including educational experts, HEW representatives and experienced trainers. The planning committee evaluated the field visits of SEDFRE staff, questionnaires returned by school board member applicants and the results of the 1967 Southern School Board Seminar conducted by SEDFRE. In addition, in December of 1968 a pilot workshop of school board members from New Jersey tested many of the techniques and materials which will be used in the national 1969 seminar. The curriculum is designed to probe and develop attitudes, enhance specific skills, provide useful information and develop strategies for improvement of local school systems.

Contributions are deductible for income tax purposes

■ *president:* Andrew E. Norman ■ *vice presidents:* William S. Ellis, Nannette Sachs ■ *secretary:* Ezra Levin ■ *treasurer:* Shelley Appleton ■ *executive director:* Marvin Rich ■ *leadership development director:* Ronnie M. Moore ■ *legal director:* Carl Rachlin ■ *BOARD OF DIRECTORS:* Nils R. Douglas, *chairman* ■ James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts

490

Throughout the seminar, there will be flexibility to adapt to the interest and needs of participants. A wide range of training techniques will be used to develop honest and productive exchange.

We believe that the seminar is a most important undertaking in that it reaches to the heart of the two most critical issues of the times: 1) how members of the black community can influence their institutional structure and 2) the revitalization of the public school system.

We estimate that the cost of the seminar including room and board, travel, specially designed materials for participants and resource people, at $30,000. It is hoped that the Foundation can contribute significantly to this program.

Sincerely yours,

Marvin Rich
Executive Director

Enclosures: 1967 School Board Seminar Evaluation
School Board Seminar Questionnaire
1969 School Board Seminar Curriculum

Katharine Graham
Vice President
AEM Foundation
61 Broadway
Room 2901
New York, N.Y. 10006

Robert W. Scrivner
Rockefeller Brothers Fund
30 Rockefeller Plaza
New York, N.Y. 10020

Larry L. Aldrich, President
Larry L. Aldrich Foundation, Inc.
530 Seventh Avenue
New York, N.Y. 10018

Frank Altschul, President
The Overbrook Foundation
730 Fifth Avenue
New York, N.Y. 10019

Max Atran, President
Atran Foundation, Inc.
205 West 54th Street
New York, N.Y. 10019

Lester Avnet
Charles Avnet Foundation
c/o Simon Sheib
60 East 42nd Street
New York, N.Y. 10017

Mrs. Brooke Astor, President
The Vincent Astor Foundation
405 Park Avenue
New York, N.Y. 10022

Louis Boehm Foundation
c/o Robert Boehm
500 Fifth Avenue
New York, N.Y. 10036 (Dear Mr. Boehm)

The Compton Trust
c/o Randolph P. Compton
20 Exchange Place
New York, N.Y. 10005 (Dear Mr. Compton)

Amory Houghton, Jr.
Corning Glass Works Foundation
Corning, New York 14832

Henry Fried, President
The Fried Foundation, Inc.
30 Rockefeller Plaza
New York, N.Y. 10020

The Glickenhaus Foundation
100 Dorchester Road
Scarsdale, N.Y. 10585

Herman Gottesman, President
Gottesman Tree of Life Foundation, Inc.
122 East 42 Street
New York, N.Y. 10017

John L. Tower, President
International Paper Company Foundation
220 East 42nd Street
New York, N.Y. 10017

Mrs. Elizabeth Troubh, Executive Secretary
The Carol Buttenwieser Loeb Foundation, Inc.
575 Madison Avenue
New York, N.Y.

Mrs. Martha R. Wallace
Program Director
The Henry Luce Foundation, Inc.
111 West 50th Street
New York, N.Y. 10020

Mrs. Ann Israel
Spectamur Agendo
515 Madison Avenue
New York, N.Y.

Albert Mayer
Mayer Family Foundation
31 Union Square West
New York, N.Y. 10003

David A. Thomas, Administrator
Charles E. Merrill Trust
P.O. Box 488
Ithaca, N.Y. 14850

Mrs. Lenore G. Marshall,
Vice-Chairman
New Hope Foundation, Inc.
30 West 54th Street
New York, N.Y.

Mrs. Deborah M. Cole
Executive Director
The Aaron E. Norman Fund, Inc.
575 Madison Avenue
New York, N.Y. 10022

Adam Yarmolinsky
Ottinger Foundation
Box 291
Cambridge, Mass. 02138

92722

William S. Beinecke, President
The Prospect Hill Foundation, Inc.
c/o The Sperry and Hutchinson Company
330 Madison Avenue
New York, N.Y. 10017

Libby Holman Reynolds, President
The Christopher Reynolds Foundation, Inc.
Six East 45th Steeet - 19th Floor
New York, N.Y. 10017

Samuel Rubin, President
Samuel Rubin Foundation, Inc.
Nine East 64th Street
New York, N.Y. 10021

William H. Scheide, President
The Scheide Association
c/o Wood, Struthers & Winthrop
20 Exchange Place
New York, N.Y. 10005

S.H. and Helen R. Scheuer
Family Foundation, Inc.
39 Broadway
New York, N.Y. 10006 (Dear Mr. Scheuer)

Richard Schwartz
David Schwartz Foundation, Inc.
1407 Broadway
New York, N.Y. 10018

Arnold J. Zurcher
Vice President
Alfred P. Sloan Foundation
630 Fifth Avenue
New York, N.Y. 10020

M. J. Rossant
Twentieth Century Fund, Inc.
41 East 70th Street
New York, N.Y. 10021

B. W. Tuchman Fund, Inc.
c/o Harry Goodkin & Company
One Chase Manhattan Plaza
New York, N.Y. 10005 (Dear Mrs. Tuchman)

Joy C. Ungerleider, President
Joy and Samuel Ungerleider Foundation
100 Park Avenue
New York, N.Y. 10017

Robert C. Weinberg, President
Charles and Lily H. Weinberg Foundation, Inc.
400 Madison Avenue
New York, N.Y. 10017

Phillip P. Weisberg, President
The Weisberg Foundation, Inc.
41 East 57th Street
New York, N.Y. 10022

E. K. Damon, Secretary
Xerox Fund
P.O. Box 1540
Rochester, N.Y. 14603

92722

February 5, 1969

Dr. Edward Brice
Confidential Assistant to the Assistant
Secretary for Education
U.S. Department of Health, Education
and Welfare - North Building
4th and Independence Avenue, S.W.
Washington, D.C. 20201

Dear Dr. Brice:

You were really tops! I think it was certainly a difficult conference for you and for other government officials. However, your openness and your willingness to discuss your role and the limitations, as well as the ability of your department to respond to the needs of the local school boards was significant and heart-warming. I think many of the militants who came loaded for bear went away with a much greater understanding of the complexities of the situation.

I think the conference was really quite good. The mix of attitude training and cognitive material worked out pretty well in my opinion. However, I am most anxious to have your evaluation on the basis of your vast experience.

My profound thanks.

Cordially,

Marvin Rich
Executive Director

NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS
Sponsored by: S.E.D.F.R.E.
January 30 - February 2, 1969
Airlie House Conference Center - Warrenton, Virginia

ROSTER OF SCHOOL BOARD MEMBERS

Allen, Anita
301 Oneida Street N.E.
Washington, D.C.

Andrews, Madeline
89 Arlington Stteet
West Medford, Massachusetts

Berry, George O.
983 St. Anthony Avenue
St. Paul,Minnesota

Biswas, Prosanto K.
608 South Main
Tuskegee, Alabama

Brooks, George B.
1923 East Broadway
Phoenix, Arizona

Brooks, Gilbert
1853 Conway Street
Milpitas, California

Brown, Aaron
1468 President Street
Brooklyn, New York

Brown, Christopher
485 Orchard Lake
Pontiac, Michigan

Bryant, Andrew
283 East Albert Street
Rahway, New Jersey

Bryant, Roscoe C.
138 East 9th Avenue
Roselle, New Jersey

Butler, Asberry
4902 Scott Street
Houston, Texas

Byron, Richard A.
River Road
Calverton, New York

Casey, Joseph
610 Eastway Drive
Marion, Indiana

Millard, Thomas
723 Mosswood Avenue
Orange, New Jersey 07050

DeFrantz, Robert
5246 Cornelius
Indianapolis, Indiana

Dumas, Rhetaugh
220 Osborn Avenue
New Haven, Connecticut

Eagleton, Wilbert
508 Cypress Drive
Crosby, Texas

Echols, Sylvester
3900 Cypress Street
Sacramento, California

3

Fletcher, William
600 Nebraska
Kansas City, Kansas

Ewing, Morris M.
11660 Hugo Avenue
Los Angeles, California

Ezell, William
28438 Michigan Avenue
Inkster, Michigan

Fraser, James C.
P.O. Box 88
Bluffotn, South Carolina

Gibson, Larry S.
15 Charles Plaza
Baltimore, Maryland

Gibson, Thomas
602 South Sloan Street
Compton, California

Goosby, Zuretti
299 Maywood Drive
San Francisco, California

Griffin, James M.
3700 Winterbourne Road
Baltimore, Maryland 21201

Griffin, Charles B.
4831 Mississippi Court
Jacksonville, Florida

Hancock, Allen
2742 Ohio Street
Michigan City, Indiana

Harris, Robert T.
405 West School Street
Compton, California 90220

Howell, Mary Jo
1100 E. Hillsdale Blvd.
Foster City, California 94404

Jacobs, Jessie
419 West 40 Street
Indianapolis, Indiana 46208

Jenkins, Matthew
704 West Tichenor
Compton, California

Jones, Hilary H. (Jr.)
1008 Church Street
Norfolk, Virginia

Jordan, Clyde C.
413 St. Louis Avenue
East St. Louis, Illinois 62201

LeBlanc, Roy
719 North Porter
Okmulgee, Oklahoma

Lee, Isabel A.
707 Church Street
Indianola, Mississippi

Lockett, Harold
319 Brookside Drive
Ann Arbor, Michigan

Lucas, Leo A.
736 Argonne Drive
Dayton, Ohio 45408

Miller, Arthur H.
1863 Collegiate Circle
Pine Bluff, Arkansas 71601

Mitchell, Frieda
P.O. Box 54
Sheldon, South Carolina 29941

Palmer, Dennis
615 Spring Avenue
Steubenville, Ohio 43952

Patterson, T.E. (Mr.)
1306 Wright Avenue
Little Rock, Arkansas 70764

Patterson, Paul
110 South 8th Street
Richmond, Indiana 47374

Pritchett, Doris
1136 Locust
Camden, New Jersey 08103

Reynolds, Ernest B.
49 Otis Street
West Babylon, New York 11704

Robinson, Jesse
1702 N. Wilmington Avenue
Compton, California 90222

Sells, William
759 Doane Avenue
Bellport, New York

Shields, Landrum
1055 Pomander Place
Indianapolis, Indiana

Simms, Charles L.
2913 N. Harrison Street
Wilmington, Delaware 19802

Smith, Harnitha C.
Route #1 - Box 63A
Taylors, South Carolina

Roster of School Board Members

Smith, Jeanne
347 Webster Avenue
Englewood, New Jersey 07631

Smith, Sherman W.
1955 Grandview
Seaside, California 93955

Southern, Georgia
571 East Hazelwood Avenue
Rahway, New Jersey 07065

Stevens, Vera
2384 Champlain Street N.W.
Washington, D.C.

Steverson, Roscoe
14102 Nestor Avenue
Compton, California

Streeter, Emmett T.
2439 Evans Street
Omaha, Nebraska 68111

Taft, William H.
1496 Louisiana Street
Beaumont, Texas 77701

Thompson, Alzue
1634 East 124 Street
Compton, California

Tindall, Alphonso
7 Bellevue Road
New Haven, Connecticut

Todd, Clarence
1105 Douglas Street
Fredericksburg, Virginia

Towler, Daniel L..
1355 Coronet
Pasadena, California 91107

Tucker, Walter R.
501 West Tichenor
Compton, California

Vaughn, Chester
1230 Brookside Road
Pistcataway, New Jersey 08854

Wise, Emmet
819 West 7th Street
Michigan City, Indiana 46360

Wise, Roger
Route #2 - Box 401
Cheyenne, Wyoming 82001

Wyatt, Lawrence
2815 Oliver Street
Fort Wayne, Indiana 46806

SEDFRE 7/8/68
RMM

SCHOOL BOARD OFFICIALS

ALABAMA

Greene County
Rev. Peter Kirksey

Macon County
Dr. Charlse Gomillion
Mrs. Elizabeth Richardson

ARKANSAS

Bradley County, Banks District
Shuley Lovett

Chicot County, Eudora
Mrs. Mable Allen

Columbia County, Walker
T.L. Story
John Holmes
Lois Copers

Conway County, East Side
R.E. Hemphill
J.D. Hammond
Cain Crockran
Ladell Morris
Sammie Criswell

Jefferson County, County District

Frank Hunter
C.W. Olloway
Jethro Fair

Dollarway
Arthur Miller

Linwood

J.C. Hamilton
Dennis Curry
DeArthur Grice

Sherrell
Mrs. Minnie Macklin

Wabbaseka
James Sims
Andrew Walker

ARKANSAS - Cont'd

Barnes
C.W. Olloway

Little River County, Ashdown
Donald Mills

Nevada County, Oak Grove
Ira Tidwell
Oscar Johnson
Aaron Thompson
Ivory Murphy
Syble Dockery

Phillips County, Helena
Frank Jordan

Pulaski County, Little Rock
T.E. Patterson

Sevier County, County District
D.B. Bell
Earl Austin
Mervin Bell
R.C. Cravens
Joe Walls

FLORIDA

Vero Beach
Walter Jackson

Jacksonville
Charles Simmons, Jr.

GEORGIA

Atlanta
Dr. Horace Tate
Dr. A.C. Yancey

Hancock County
Robert Ingram

LOUISIANA

East Carroll Parish
F.J. Atlas

Iberville Parish
J.W. Holmes

West Feliciana Parish
Raymond Minor
Alvin White, Jr.

School Board Officials
Southern States

MISSISSIPPI

Jefferson County
Robert Williams

NORTH CAROLINA

Hertford County
Howard Hunter

TENNESSEE

Lauderdale County
Albert Lockard

Shelby County
Blair Hunt

TEXAS

Houston
Asberry Butler

Dallas
Dr. Emmett Conrad

La Margue
George Drake

Beaumont
William Taft

Port Arthur
A.Z. McElroy

Crosby
Wilber Eagleton

VIRGINIA

Hampton
William Cooper

Richmond
Dr. Thomas Henderson

Lynchburg
Charles Hutchenson

Portsmouth
David Muckler

Newport News
Dr. Waldo Scott

School Board Officials
Other States

CALIFORNIA

Los Angeles - Board of Education
James Jones

Berkeley - Board of Education
W. Hazaiah Williams

San Francisco - Board Of Education
James Stratton

Oakland - Board Of Education
Barney Hilborn

Richmond - Board of Education
Terry Hatter

San Diego - Board of Education
George Smith

Compton- School Board
Jardine Wilson
Wendel Handy
Matthew Jenkins
Walter Tucker

Sacramento-School Board
Dr. George Stewart

San Mateo - School Board
Mrs. Mary Joe Howell

Milpitas - School Board
Gilbert Brooks

Compton - School District Board
Dr. William Payne
Jessie Robinson
(Compton Elem.)
Lewis Roach
Orville Anderson
Alzue Thompson
(Willowbrook Elem.)
Mary Carr
Carrie LeeDobie
Roscoe Steverson
Preston O'Neil
(Enterprise Elem.)
Dr. Ross Miller
(Union High)

School Board Officials
Other States

CALIFORNIA Cont'd

Palo Alto - School District Board
Horace Anderson
(Palo Alto Unified)
Harry Bremond
(Ravenswood City Elem.)

Menlo Park - SChool District Board
Andrew White
(Ravenswood City Elem.)

Los Angeles - School District Board
Morris Ewing
Lillie Sherman
(Willowbrook Elem.)
John Lewis
(Enterprise Elemen.)

MICHIGAN

Detroit - State Board Of Education
Dr. Remus Robinson

MISSOURI

Kansas City - School Board
Dr. John Ramos

OHIO

Marsville-School Board
Clifford Brown

Cincinnati-School Board
Calvin Conliff

Springfield-School Board
Douglas Gardner

WISCONSIN

Milwaukee - School Board
Cornelius Golightly

Comprehensive List of 36 Names Suggested by Planning Committee as Resource Persons for Forthcoming National Conference of Black Schoolboard Members

Name & Address	Recommended by	Recommended for
Keith Baird, Curriculum Coordinator Ocean Hill-Brownsville	Lee Montgomery	Basic information, session 2, on educational policies
Playthell Benjamin 101-D South 63rd St. Philadelphia (215) GR 6-7991	Montgomery	Curriculum Committee workshop (black history)
Marshall Brown	?	Basic info session on how system operates
Mrs. Frankie Carson Burke County Public Schools Morganton, N.C. (in charge of revising social studies curriculum, deliberately writing in contributions of minorities. Aim: to influence State Dept of Education)	William Holloway	Curriculum Committee, Educational Policies
John Churchville Freedom Library Day School 2064 Ridge Avenue Philadelphia (2½-5 year olds, alternative system to pre-school program)	Montgomery	?
Claude D. Clapp Buffalo Board of Education Associate Superintendent for Finance and Research	John Brewer	Finance Committee workshop
Dr. Kenneth Clark	Various committee members	#2 basic info workshop on educational policies
Mrs. Jane Cosby 124 W. Washington Lane Philadelphia eve: (215) GE 8-6093 day: LO 3-7705	Montgomery (parent, 5 children)	Community resource person
Mrs. Marion Craig 468 South 22nd Street Columbus, Ohio 43205 (614) 253-8169 (Mother with 7 children, active on school problems)	Montgomery	Community resource person

Name & Address	Recommended by	Recommended for
John DeSane 360 Liberty Road Englewood, N.H.	Jeanne Smith	Curriculum Committee, materials on black history, teaching with resources other than textbooks
Norman Dixon Southern University Louisiana	Holloway (Just left U of Indiana, elementary school major, working on blackness in curric)	#2 basic info session on educational policies, Curriculum Committee
Miss Carolyn Fitchett Institute for Services to Education 55 Chapel Street Newton, Mass. (617) 969-4615 eve: 868-3497	Montgomery	Curriculum
X Dr. Karl Gregory Wayne State University Detroit	Sam Simmons	Finance Committee; could do manual too
Kenneth W. Haskins Adams-Morgan Community School' 1773 California Street NW Washington, D.C. 20009 (202) 462-4349	Montgomery	Source for Washington case study Personnel Committee Also: Curriculum Committee (Urban League Street Academies)
Julius Hobson Washington, D.C.	Evelyn Rich	For lecture on Committees
Frederick Holiday Old Concord Road Lincoln, Mass 01773 (617) CI 9-8252	Montgomery (teacher, principal, administrative assistant to superintendent)	Personnel Committee, Educational Policies
George Hutt College Board Corp. 121 S. Broad St. Philadelophia (215) KI 6-5204	Montgomery	Educational policies
Norman Johnson 6934 Thomas Blvd. Pitts~~h~~burgh (412) 261-5191 eve: 362-1716	Brewer	Skill workshop on rewearch
Rev. James E. Jones Chairman, Board of Ed Los Angeles (and Georgiana Hardy (white) of L.A. Board of Ed)	Brewer	For skill workshop on intergroup ~~skil~~
Dr. R. Grann Lloyd Tennessee A & I University Chairman, Dept. of Business	Holloway	Skill workshop on ~~in~~ workshop-education techniques?

Name & Address	Recommended by	Recommended for
Rhody McCoy Ocean Hill-Brownsville Brooklyn	Montgomery	Basic info sessions #2, or #1 and #3 Also, Personnel Committee
Jim McDonald Associate Dean, Livingston College Rutgers University	?	Basic info session on system
Lawrence Moncrieff Pittsburgh School Board member	Brewer	for basic info session on system
J. Rupert Piccot NEA Washington	Holloway	Curriculum and materials; also, System
Dr. Alvin Ppussaint Yale Medical School?	Various committee members	for materials on informal structure, etc. (No one knows him as speaker, trainer)
Arthur & Carolyn Ethel Reese 1492 Atkinson Avenue Detroit, Mic. 48206 (AFT)	Simmons, Montgomery	for basic info session on system
Dr. C. Waldo Scott Chief Surgeon Whittaker Hospital Newport News, Va.	Holloway	Basic info session on system
Barbara (Mrs. Sam) Simmons	Evelyn Rich	for basic info session on system; also, for lecture on Board Committees
Dr. Joshua Smith	? (Newton school district near Boston)	for Personnel Committee workshop
Cyril Tyson	Smith	Basic info session on educational practices
Bernard Watson Associate Superintendent Philadelphia Public Schools (215) 448-3000	Montgomery	Basic Info, educational policies
Kenny Whitlock	Brewer	Educational policies

Name & Address	Recommedned by	Recommended for
Preston Wilcox	Ronnie Moore and various committee members	For Curriculum committee workshop Also for materials on informal structure, etc.
Dr. Wade Wilson, President Cheney State College Cheney, Pa.	Montgomery	Personnel Committee workshop
Marian Wright Mississippi	Various committee members	Basic infor session on the system (Southern version)
Dr. Eugene Youngue Pittsburgh Board Member	Brewer	Basic info session on system

National Conference of School Board Members 11/11/68

RESOURCE PERSONS

Additional Suggestions (beside Planning Committee recommendations)

Name & Address	Recommended by	Recommended for
Robert Bendiner (W)	Marv Rich	community control vs. decentralization?
Warren Bacon - Chicago (Inland Steel) Assistant Directoŕ, Industrial Relations 30 West Monroe Street, Chicago FI 6-0300	MR via Bendiner	negotiating? " Personnel
Hattie White Houston, Tex. (67 SBS)	MR via Bendiner	"
Rev. Roy Nichols - Berkeley, Calif. Now in Pittsburgh. Can be reached through Salem Methodist, NY	MR via Bendiner	"
A. L. Zwerdkmbg ling Zwerdling (W)) Miller, (Klinist & Maurer???) 3426 Cadillac Tower, Detroit	MR via Bendiner	Detroit legal suit on taxes expenditure
Robert L. Crain (W) Johns Hopkins University	mr via Bendiner	
Jack Gordon (W) Miami, Florida	MR via Bendiner	
Jean Fairfax ~~Florence Jackson~~, Curric Dept NYC Bd of Ed		
Dr Charles Gomillion Tuskegee Institute Alabama	Spiver Gordon	
Gordon McAndrews Superintendent of Schools Gary, Indiana	Jesse Bell	
Mrs. Thelma Craig (Choctaw County) Yantley, Alabama	John Zippert	parent representative
Gus G. Guichard California State Department of Education ~~Bxgarxgxmxzpxx0xxxr~~ Department of Intergroup Education Sacramento, Calif.	Mary Jo Howell, applicant, made this suggestion on her questionnaire	
Timothy Taylor		

(applicants)

Name and Address	Recommended by	Recommended for
Mrs. Madeleine Andrews 89 Arlington Ave W. Medford, Mass.	Questionnaire sounds promising	Curriculum Teacher negotiations
Dr. P. K. Biswas Box 245 Tuskegee Institute, Ala.	Spiver American Indian elected by black community.	
Bivens Edward [illegible] Jr. 30048 Annap9olis Circle Inkster, Mich.	Questionnaire sounds promising	Vocational ed.
Asberry B. Butler Jr. 4902 Scott Houston, Texas	Was at '67 SBS, questionnaire in. Lawer, Board member 65-70	
Horace A. Davenport, Esq. 118 S. Schuylkill Ave. Norristown, Pa.	Questionnaire promising. Was elected board member '58-'64. Now solicitor for various school districts, boards.	Securing federal funds, improving vocational and technical schools
Dr. William C. Fletcher 501 State Ave. Kansas City, Kansas	Member 67-69, first black on board, dentist. NAACP and other community work	De facto segregatio and programs of motivation for black kids
W. W. Harleaux 1818 Haase St. Plaquemine, Lousiiana	Was at '67 seminar. Questionnaire in. Teacher & principal)	
James Henderson PO Box 247 Tuskegee Institute	Spiver Gordon rated high as participant. First time on board, from Macon City (80 % black). "Could be discussion leader."	Discussion leader for southern or rural workshops
Everett A. Hewlett 4300 Ord St. NE Washington, D.C.	Outgoing Board President Questionnaire sounds promising.	
Miss Mary Jo Howell 1100 E. Hillsdale Blvd. Foster City, Calif. 94404	Questionnaire sounds promising	
John W. Lawton 208 W. Pensacola St. Tallahassee, Fla.	Spiver G. rated him highly.	Teacher & principal. Interest: phasing out of Negr teachers & principals as a result of school integration

-3- (applicants

Name & Address	Recommended by	Recommended for
Mrs. E. Constance Montgomery 17 Liberty Stareet Morristown, N.J.	Promising questionnaire	Elected 66-71: northern suburban community. Interests: parent involvement, desegregation, scholarships...Prob: influx of poor, exodus of middle class.
T. E. Patterson 1306 Wright Ave. Little Rock, Ark. 72206	67 SBS, Planning Committee, questionnaire in	
Ernest B. Reynolds 49 Otis St. West Babylon, N.Y.	Hank Smith, who rates him good as trainee and as resource person, pointing out he is unaware he has become part of the system.	Chairman of Board with 6 out of ;7 black members (community 85%) Need help but cannot ask for it.
Mrs. Georgia Southern 571 ~~Hxk~~ East Hazxlwood A e. Rahway, N.J.	Questionaire sounds promising	Interest in suburban integration. Chairman, Public Relations Committee
Rev. C. K. Steele 224 N. Blvd St. Tallahassee, Fla.	Spiver Gordon rates as good trainee and discussion leader	Resource -- discussion leader for Southern workshops
Darnequ V. Steward 18480 Fairfield Detroit, Mich.	Promising questionnare rMinister, elected member	Interests: reading, teacher attitudes, parent involvement
Hubert C. Strayhorn 40 East Chestnut St. Bordentown, N.J. 08505	Promising questionnaire (wrote in goals).	Guidance Accountability
Dr. John G. Walker 796 Mount Ave. Wyandanch, N.Y. 11798	Hank Smith rated excelent: good worker, thinks black. Clinical psychologist, elected member 66-69	
Lawrence P. Wyatt 2815 Oliver St. Fort Wayne, Ind.	Promising k questionnaire. Interests: Desegregation, also introducing Negro curriculum into conservative system. Also, building new schools in ghetto area.	

Wesley Williams

SEDFRE
National School Board Seminar
Planning Committee Meeting #1
9/7-8/68

Mr. M. Lee Montgomery
Office of Urban Affairs
Temple University
Philadelphia, Pennsylvania 19122

Dr. Jeanne Smith
347 Webster Avenue
Englewood, New Jersey

Mr. T.E. Patterson
Executive Secretary
Arkansas Teachers Association
1306 Wright Avenue
Little Rock, Arkansas 72206

Mr. Joseph L. Howell
Project Director
Research Council of the Great Cities Program
for School Improvement
1619 Massachusetts Avenue N.W.
Washington, D.C. 20036

Dr. John Brewer
Assistant Superintendent of
School Community Affairs
Pittsburgh Public Schools
341 South Bellefield Avenue
Pittsburgh, Pennsylvania 15213

Mr. Preston Wilcox
440 Riverside Drive #101
New York, N.Y. 10027

Mr. Samuel Simmons (J)
U.S. Commission on Civil Rights
1701 Pennsylvania Avenue N.W.
Washington, D.C. 20425

Mr. Gregory Simms
Deputy Director
New Jersey Community Action Training Institute
2465 South Broad Street
Trenton, New Jersey 08610

Mr. J.C. James
U.S. Department of Health, Education & Welfare
Washington, D.C.

William Holloway at #2

Mrs. Susie B. Waldman
(SEDFRE staff)
164 Madison Avenue
New York, N.Y. 10016

Absent: Dr. Aaron Brown
NYC Board of Education

Mrs. Evelyn Rich
33-43 14th Ave
Long Island City, New York

Mr. Marvin Rich
Executive Director
Scholarship, Education & Defense Fund for Racial Equality, Inc.
164 Madison Avenue
New York, N.Y. 10016

Mr. Rornie M. Moore
Director, Leadership Development
Scholarhsip Education & Defense Fund For Racial Equality , Inc.
164 Madison Avenue
New York, N.Y. 10016

Laree Bell
Secretary to Ronnie M. Moore
164 Madison Avenue
New York, N.Y. 10016

Also: Carl Rachlin
Dorothy Graham

1969 National Conference of Black School Board Members

RECOMMENDATIONS

1. A Resource Center available to black school board officials to help them drganize and act at the state level: to analyze the financial structure of the state educational system, design a strategy and secure support for the impelementation of their programs.

2. Development of a national strategy and action design for black school board officials: to enable each to tie-in and develop a suitable set of priorities in order to become effective in the local community.

3. A Communications Clearinghouse for black school board officials. To disseminate new developments in legal, legislative and ~~state~~ pressure programs, at the local, state and federal levels.

4. Formation of a black education lobby, with a ~~constit~~ constituency of board members, parents, teachers, community activists, eddcation-minded black organizations, etc.: to press for legislative needs at the Federal level.
(otherwise phrased:)
National front to make changes in the system.

5. Index of black businessmen, attorneys, recommended to black board members who wish to see black workers, middlemen and entrepreneurs get a slice
2 of the pie in the "school business." State by state lists of construction
ICBO firms, electricials, plumbers, school supply companies, etc. should be compiled and kept up to date for states in which there are board members who want to press such recommendations.

6. National public school holiday: the birthday of Martin Luther King.

7. National list of black school administrators.

understand resources available through the
8. Systematic plan of action to/manipulate more effectively the/various state
departments off education: helping board members mount concentrated pressures
for decisions which will send more funds to schools serving black communities.

9. Follow-up state or regional conferences: some for school board members, some for all newly elected Negro officials

10/ Exchange of information between SEDFRE-Conference participants and NSBA black caucus group.

11. Book on supportive services to school-board members from black constitutency; fact-finding, typing, reaching with materials into the black community.

12, ~~Attitude~~ Training sessions for potential New York City members of local governing boards.

13. Sensitivity training for various conflict/collaboration groupings: parent-teacher encounter groups, student-board member groups, etc.

14. (Out of community relations workshop) Iformation Network or system. Research team (to board member from schol administrators, universities, etc.)

Dissemination of material to share information with black community. Relationship with students. Make PTA effective information source on school conditions, problems.

15. (Research Workshop) Clearinghouse for Black Schoolboard Members (see #3 also) To include: ~~inform~~ information on Federal funds available to local school districts under ESEA; educational information; financial; research data; book listings. Also listing of black HEW officials school board members should know.

16. Guidelines for community research: past trends, population projections, local organizations, federal, state and local laws, school board members, superintendent, pupils, school construction, local and state sources of funds.

17. On curriculum development, national effort is recommended in order to deal with special problems existing in Southern states with reference to history tex6s. On the local level, the creation of written material in lieu of texts or as supplements should be encouraged.

18. Model curriucular materials should be locatdd and/or developed and circulated to board members. ~~Aprrp~~ Appropriate new texts should be identified on a list of books recommended for purchase by schools revitalizing their curricula.

19. Changes should be made in state laws to permit teacher recruitment from a larger group of people. Need for the development of criteria other than written credentials was also stressed: this could mean new criteria based on performance and potential: i.e. visits to employment sites, evaluation of past performance. Also, reforms should be made to correct problems arising from great variations in state standards.

20. In-service training programs and performance ciritiques are essentials if new curricula are to be effectively implemented: also work in teacher-training institutes.

21. Black board members must become experts in black history in order to: succeed in getting it into the curriculum; insure it is properly taught; oversee committees studying and programming educational change.

MINUTES

FIRST PLANNING COMMITTEE MEETING (National Conference of School Board Members)

Saturday, September 7, 1968, 9:00 a.m.

Marvin Rich opened with some background of 1967 School Board Seminar which led into this, and recommended that Planning Committee members read awhile from kits which included report of 1967 Seminar, agenda of business for this meeting, lists of suggested curriculum items, materials to be developed, etc. -- all necessary background for discussion.

(Period of reading, getting acquainted with material)

I. REACHING BLACK SCHOOL BOARD MEMBERS TO PARTICIPATE: "LIST" PROBLEM

Everyone promised to help. Some specifics of what we can expect:
New Jersey: 16 black school board members
Contact with Association of School Board Members: George Hutt, Philadelphia.
J.C. James, Office of Education, promised to take on Region IV, Atlanta Region of 6 states -- "relatively simple" -- and to approach other Regions and ask them to make a survey.

Simms: (Suggests) we try tapping OEO structures which could get such information for north: Community Action newspaper, or National Association of Community Development. (Might be late for this year, but could set up system for future years.)

Howell: (Promises) to cover 16 large cities. Will try also to cover the 40 next-size cities as well.

Patterson mentioned specific state teacher organizations and names which might prove helpful sources:

Alabama ASTA: Joe Reed
Mississippi: Duckworth
Louisiana: J.T. Haynes
North Carolina: E.B. Palmer
South Carolina: Walker Solomon
Georgia: Horace Tate

California: Marty Hillborn

Detroit: 2 black school board members

Marvin Rich outlined procedure: SEDFRE will get out what we can immediately, send each planning committee list as we go along and ask for more.

II. SIZE AND PARTICIPANTS

Marvin explained money factor and teaching factor as main determinants of size. A conference numbering 200 would cost roughly $40,000-$50,000. Maximum we feel good for teaching purposes runs between 200 and 250.

Sam Simmons, on question of "other" participants (including students), pointed out that group could grow to 700 or 900 as word got around. All agreed with Greg Simms' suggestion that others be invited not as participants, but as resource persons.

Structure problem.

Sam Simmons: 2 contents biggest problem.

Marvin: Thought of having optional workshops for Northern and Southern.

James: Division is rural vs. big city as much as North vs. South. Atlanta much the same as Northern big-city school system. More like Detroit than rural South.

Brewer: Common denominators in big city North, big city South; rural north and rural South. And there are common problems for all. Must be a national coalition, joint thinking. Must be hammered out in black conference like this.

This discussion ended in agreement to limit participation to school board members, to limit size of conference. Others are important, but should be selectively invited as resource persons. As Brewer stressed, confrontations with teenagers, militants, etc., are very relevant. It was agreed to discuss curriculum and program first, and then to set length and cost.

III. TOPIC SUGGESTIONS

A. Personnel

Evie Rich: Recruiting competent personnel, from superintendent down to teacher, is a critical educational need. Is this a function of the Board? If so, how can we help the board member recruit the right kind of people?

Trainees need the ability to identify able, competent superintendent who in turn will hire the right person.

Brewer explains emasculation of school board by top school staff. Staff can take board policy and twist and distort it on the way down. His point: All black school-board members should know their responsibilities if they serve on personnel committee re. policy that affects black kids.

James: Emphasize importance of black school board members getting on personnel committees.

B. Strategies for Basic Change

Brewer: Suggests this above heading as topic. Simms suggests "Tactical Procedures" (push the button to the community groups) as the basis for a half-day session, suggesting Dr. Eugene Young, psychiatrist, who spearheaded action in Pittsburgh.

C. School Financing

Simmons: This should get a big block of time: half a day possibly. Should include federal aid, changes in administrative practices. Detroit is suing the state over the amount given to disadvantaged youngsters -- also California.

Point: How this damn system operates and how you get good out of it. Key is money.

Marvin Rich: Little margin: need to read budget...look for other sources.

Brewer: Subtleties: dig deeper. Black board members naive and must recognize when they have superintendent who won't touch federal funds out of fear of opening a whole can of worms.

Must tell trainees which key Board committees to push for.

Marvin Rich: Which are important, and which are a crock?

IMPORTANT COMMITTEES: PERSONNEL, FINANCE and CURRICULUM (includes site selection, which gets back eventually to finance) (Human Relations a crock)

SEDFRE staff will add a question to its drafted survey questionnaire: "What committees do you serve on? Are you a member or are you a chairman?"

D. Parent and Community Organization

Evelyn Rich: In NYC, built school where we (organized parents) wanted it. Great school. Parents and community CAN overcome even a monolithic establishment.

Simmons: Black school board member must realize that there are people on the outside who can help them. Too often, just go along with the system. Must use outside resources to beat or modify system to work for black kids.

E. Accountability and Followup

Montgomery: Need to teach board member how to develop for himself a team of resource people. To deal with subtleties.

Brewer: Coalition idea -- when problem comes up, board member should be able to phone other black school board member who has gone through similar problem.

Simmons: Not ultimately a matter of getting a black member on every school board. Washington's board, with a majority of blacks, is bad. Ultimately it is: What will give my black kid a better shake.

Accountability is the real problem. Need to have a few responsible parents overlooking Board business and involved in policy decisions.

Accountability can't be explained in strictly racial terms. Anyone running the system ultimately has to be watched. We need not just skillful and sly manipulators -- but good, trustworthy people. Not all color.

Marvin: How do we get at this in Conference format?

Brewer: Trainees will not be aware of where their boards are being emasculated, where their own levers of power are. When they see what the system is all about, they begin to grow. Important to get the right guys to Conference and give them important role to play.

(Copy of Great Cities (?) Black Caucus Resolution passed around. Asked Brewer to mail copy to SEDFRE)

Suggestion: Board member in cities must be responsible for his own survival. (Preston Wilcox - North)

Suggestion: Board member in rural areas must develop responsibility. (Howard Fuller - South)

*Accountability a major issue.

Marvin Rich, Comment and Interim Summary:

Imposed accountability as well as legal accountability. Asking trainees to develop greater responsiveness to needs which may not yet be articulated...a trainer's dream!

Summary:

1. Non-schoolboard members better as resource persons than trainees
2. Rural and big-city 2 structures
3. Need to figure out content first
4. Committee stuff -- making board function
5. Discussion of accountability, responsiveness
6. Little talk of possible outcomes of Conference: coalition
7. Faculty people who have demonstrated responsibility

Sat., Sept. 7, a.m. cont'd.

Windup of discussion on accountability:

James: At first appointment, black school board member is so happy to be there, knocking themselves out to be part of establishment. Need to know responsibility they have to rock the boat.

Evie: Opponents of the system can influence the system: example of Calamison appointment.

Windup of discussion on followup:

Simms: Have staff to keep contact. Follow-up essential.

Simmons: If SEDFRE's Technical Action Plan funded, would do it.

F. Education, Relevant Type

James: Nothing yet said about education: must focus in on education.

Brewer: (Refers to his own) lecture on 36 ways kids cheated and defrauded educationally. "Relevant education must be blackened."

E. Rich: Discussion so far more procedural than substantive; focus on selection of personnel important substantively, but also curriculum and training are key. Should concern itself with substance too. One conference can't do both. Better to show what it ought to be instead of what it is.

Howell: Procedure meaningless unless you know what they relate to. Okay to stress procedure, but always related to relevance and substance. Many trainees got in for political reasons: not even high school graduates. It is a school board, and its main concern, education.

E. Rich (Recommends) guidelines providing valid criteria to good curriculum. To help trainees not only ask the right questions, but know what kind of answers to expect.

Illustration of going into principal's office and saying program is not meeting needs X, Y and Z. He says okay, get some people together and write it down.

Simmons: Focus on what is the product you want. Don't focus on way you get it.

Brewer: Also must equip school board members with good solid answers. Others will come at him with information on why black children can't learn. He must be able to say, "That's your problem; I want results."

Montgomery: Need to develop resource team to serve them. (Again the team suggestion.)

Brewer: Use black colleges. Don't go in there (to superintendent) naked. Black Think Tank.

Greg Simms: Would we set up Black Think Tank in South?

Brewer: Yes. Need human pool they can tap. I'm setting one up in Pittsburgh. Reputable black knowledge base -- enabling kids to be damn militant but damn sensible. (for proposal writing, togetherness, coalition)

Howell: Structure two-faceted conference for follow-up:

1	2
Facts and information to arrive at right judgment	Political strength to enforce right point of view

Simmons:
1. What kind of product they expect to come out of educational institution
2. Understanding how establishment works, where it must be changed to produce product we expect

Brewer: Must convince them they have a problem.

E. Rich: (Restating)
1. How the system works (finance, politics)
2. What is wanted (product)
3. How to manipulate

G. What Do We Want?

Patterson: Attitudinal problem. Once you start confronting, can't relax. Must see problem or situation gels and he binds himself in too tight to move later. Must consider attitudes of both white and Negro.

Marvin: Being school board member a process. No single victory enough. Yet, can't talk so much about process that you frighten people. Each victory more an opportunity toward an end. Cooperation or communication with other groups in community is crucial too. Not easy.

TEACHING METHODS

Howell: Experienced school board members teaching.

Marvin: Approach that works with Southerners is personal experience, case histories. Will this work in North?

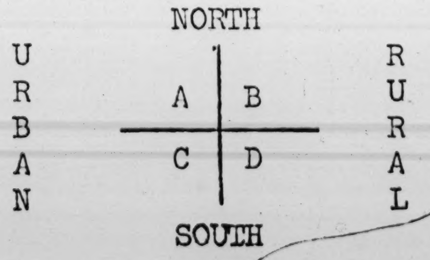
James: Two members in Americus, Georgia. Developing plan for complete integration of schools in America:

Question raised on inclusion of the topic of Integration/Desegregation. Touchy.

Simmons: Can't answer questions, but mustn't avoid them.

Brewer: Can give them honest information on what has happened.

Greg Simms: Will have to group participants to deal effectively with issue in small groups.



Simmons: Important to mix Southern and Northern urbans

Brewer: May be times, too, when you want to split urban into North and South. (Illustrates by ladders showing different levels at which Negro and white teachers are placed on social ladder.)

SATURDAY AFTERNOON, September 8, 1968 A few highlights.

Simmons: Desegregation, Integration, Compensatory Education. Will have to deal with each and let people know full implications so they will at least be intelligent about them. Can't give answers.

Simms: The vanishing black administrator in the South the other side of the coin of the needed black administrator in the North (Trenton).

Case study from South: Patterson on Arkansas, James on Kentucky. Both will help.

Wilcox: Informal network that kept white school system alive disappears when blacks organize -- like IS 201. Think this represents a phenomenon that will take place more and more as black leadership takes over. Have to create a whole new thing when everything is withdrawn: the Belgian Congo syndrome.

Simmons: (Corroborates this with) Cleveland and Gary, too. Mayors took over something sick. Dollar-a-year men never came around to ask Hatcher and Stokes what they could do.

Wilcox and Smith: Importance of tracking, homogeneous grouping, as agenda items.

Restatement of Objectives (Simmons, Evie Rich):

1. How does educational system operate today?
2. What kind of product do we want?
3. How can we manipulate the system that exists to achieve the product that we want?

Hidden agenda: encourage participants to think black.

Ronnie Moore on common topics:

1. Alternatives to competing systems (Simmons)
2. Money (Ev)

**** Simmons suggestion on materials development: Looseleaf service for schoolboard members. Send new materials as developed. (Not one manual) Look at looseleaf notebooks done by (1) Junior Chamber of Commerce, (2) US Conference of Mayors.

Suggested title for Trenton and companion studies: Case Studies in Black Power.

Suggest using this as (a) background, (b) evening voluntary sessions.

Three small groups set up to deal in morning sessions with three objectives.

SUNDAY, SEPTEMBER 8, 1968 Small Group Meeting: Patterson, James, Waldman

Topic #1 -- What It Is -- with emphasis on southern and rural, where we have less information

Theme: (Patterson)

Basically trying to wrest equal opportunities.

Stepladder of who suffers during unification of black and white schools in South, etc.

1. When classes are mixed (desegregation), burden is on the Negro student.
2. In unification or consolidation (integration), burden shifts to Negro teachers.

   For staff of newly integrated school, superintendent will look for best teacher. Negro kids lose their best and suffer.

   Tendency to take "best" also works out often to mean one who is whitest, or one who can get to board member: not necessarily best teacher of black kids.

Collection of possible case studies or discussion cases from Patterson and James.

MORRILTON, ARKANSAS

In 65-66, Freedom of Choice led into situation of single high school for all kids. Situation arose over the staff of the formerly Negro school.

The principal retired. Ten Negro teachers were dismissed. None was carried into the new situation. Two appealed to state association and went to court.

There were teachers with 24 years of experience, with masters degrees. All were fired, and there were thirteen white teachers hired for the new high school, many of these inexperienced.

The school district lost the case, but the process took two years (appeal, then decision reversed).

Teachers meanwhile had settled elsewhere into jobs, many better paying. Only one got a job in the new situation.

CHAPEL HILL, NORTH CAROLINA

An Office of Education "success story", with resource person suggested in Chapel Hill, Ann Boyd, Southern Education Foundation.

Chapel Hill, a small district with seven schools in a university community, had been operating under Freedom of Choice. As of the 67-68 school year, switched to complete school integration. Schools were zoned to produce a 70-30 ratio in each of 7 schools. No Negro teachers were displaced at all. Worked relatively smoothly (without court battles).

Under pressure from the Office of Education, Chapel Hill was pushed to speed up the process of desegregation. (Title VI people in course of compliance activities: Guidelines made pressure for first 10% student integration, then 20; 1 faculty crossover per school in system (7 teachers teaching in minority situation, then 2 faculty crossovers per school.)

Didn't comply. Then pressure came. Risk of losing Federal funds because not in compliance.

At this point, (66-67 school year), Negroes in community organized and pressed board.

Query: Was there a Negro school board member? Is there now? Answer: Maybe. Have to find out. Can get more on pressure and organization of black community through Ann Boyd, J.C. James is certain.

Superintendent who finally desegregated schools did it and had to leave.

New young (30's) superintendent, Dr. Gody, is from Georgia (Emory U.).

Relatively peaceful. Many things being tried to help make it work, with OE cooperation. Examples: syllabus developed for multi-ethnic social studies materials; there are heterogeneous classes, which use team approach to individual teaching.

Query: What are the problems?

-- Decline in public support of Chapel Hill schools.

-- Disintegration of Negro parent-teacher associations.

-- Need to revitalize Negro parent interest.

-- Disparity in achievement levels.

Theme: (JC)

The more Negroes, the more difficult the problem of effecting changes in the system.

True both North and South.

In rural South, whites won't give up inch of control.

Example of resistance:

BAKER COUNTY, GEORGIA

Majority of Negroes. Superintendent, under pressure of compliance people, finally desegregated faculty.

He had one white teacher who was a permanent substitute, always in the past refusing regular assignment. He suggested to this teacher that she take a permanent teaching assignment in the Negro school. She turned it down.

Happened to mention the incident to her daddy, probably over the supper table. He walked in the next day to the superintendent and beat him up for making such a suggestion to his daughter.

CASE ON SALARY EQUALIZATION AND PERSONNEL IN ARKANSAS for Carl Rachlin. State Association is the problem, and Patterson wants to know whether he can get some legal help. (I got somewhat lost on specifics here, but they may become more evident later in the notes through subsequent case histories.)

Query: What would be useful in the way of a legal compilation for everyone?

JC: Include a copy of Office of Education Guidelines.

Pat: In Arkansas, recommend that every school board write its policies down and distribute to every teacher in the system.

One board wrote in their policies that no teachers would be dismissed in the process of consolidation. Then this same board fired 4 or 5 teachers in the last school consolidation in violation of its own written policy.

No one complained. But written policy could be useful in court.

JC: (Also suggests) including for trainees copies of Civil Rights Law of 1964. Points out that The State Department of Education is required to sign assurances of compliance under Title VI of Civil Rights Act of '64, just like the districts.
Can get them on this if someone willing to challenge.

Theme: North-South Differences -- The Way It Is

Pat: In South, not moving to achieve unification for equal educational opportunity...they're complying to get federal funds to use throughout system...It's a pass-the-buck deal: white pressure is on not to do any more than your neighbor, not to do any more than is absolutely necessary.

JC: (Spread it around, with leftovers, as usual, going to the disadvantaged, instead of the reverse, which is the intention: disadvantaged getting their needs first, then rest spread around. Last considered, Negro and poor....)

Note: This is a comment or amplification which I recall JC making at this point: not in notes.

Many superintendents say: I want a court order -- take me to court. Takes the heat off them. There is, rarely, a superintendent or a board who are seriously concerned and willing to move. However, even these are afraid to do so because of community pressure. Court order gives such people leverage to act.

FORT SMITH, ARKANSAS

It was announced in advance of the opening of schools in 1966 that the Negro high school was to be closed. Children were to go into two white high schools. Nothing was said about the faculty. The guidance counselor wound up as the sole appointment: was taken on as a classroom teacher.

Pat met with teachers and principal. Asked about qualifications. They felt themselves unjustly treated.

Group of teachers and principals had not spoken to superintendent and school board.

Problem of getting together on committee. Finally Pat drafted letter for them, to be signed by all. Letter was from faculty, asking where they would be assigned in the new situation. Pat wrote another from his office (Teachers Association) also asking where the teachers from the closed Negro school in Fort Smith were to be assigned.

Think teachers were assigned to existing high schools in Fort Smith. Pressure came from staff itself. Problem was not as great as it had seemed. Principal resigned. (Now in State Department of Education.)

MCNEIL, ARKANSAS

Enrollment here is 2 to 1, Negro over white. HEW ordered faculty integration.

In April, superintendent said they'd fire 4 Negro teachers, put in 4 white.

In May, added principal to that list. Pat was invited down.

He met group of teachers swelled by 175 Negro parents, all wanting to know, how can we keep our teachers?

Wrote letter. Superintendent ignored it. Found a law that a petition with 50 parent signatures could force public school board hearing on question.

Hearing held. Packed. Shook up school board. School board in subsequent meeting decided NOT to rescind its action.

Case moved to court. Was settled outside of court, just before the case was to be heard -- no one was fired.

Pat's comment: Bluffing game. When they're convinced finally that you mean business, settle out of court.

Irony: next year fired 3 of same four teachers. They didn't even complain to Pat. The one teacher who remained working had bought a car from one of the board members -- in debt.

Old superintendent quit. New one recommended reinstating three fired Negro teachers.

Pat's comment: All black student body, all white (gradually) staff. Four, one at a time. Principal didn't holler till got down to his neck.

Comment on State Department of Education, where many former Negro principals land and which is used as something to brag on: No promotions of Negroes on state boards.

JC on problems at national, legislative level:
Mustn't overlook problem of Congress: insufficient appropriations, or strings that weaken good tools....

Told us then about current move toward re-centralization of OE programs, particularly those under the EASY act. Pressures from education lobby.

Two years ago, Congress insisted on decentralizing these programs. Pressure from Congress for more state control over government programs.

As of September 1968, because of pressure from the NEA, National Association of School Boards, American Association of School Administrators and State Department of Education people, these programs are being re-centralized, brought back to Washington.

They want this because can get more mileage from Washington pressuring Congress than from separate states. (Official excuse is administrative inefficiency of decentralized operation.)

Pressure groups have been able to dictate again to HEW.

(At this point I was confused about what was a more desirable goal: centralized or state-by-state and said so. Asked what kind of policy it would make sense to recommend if there was such a body as the black coalition we had been talking about.)

Pat on policy for potential national coalition of black educators:
Continue categorical aid until we have sufficient blacks in our State Departments of Education.

####

SUNDAY MORNING, TOTAL GROUP SESSION

(After Group #1 Report on Southern case studies materials)

Simmons: Important thing to know is: how does the system operate imformally. Must know role of teacher associations.

Montgomery: Must know how system is (1) supposed to operate, (2) actually operates, and (3) how to get most out of it, make it work for us.

Ronnie: What black people want. Dealing with black school board officials, many of whom DO want to deal within system. Also must get them to evaluate system.

Patterson: Not asking for anything but "gimme-what's-mine." In the North, it's what I want plus what's more.
In Southern schools, teachers don't have tenure.
(Northern black community)

Synthesis: Preston's got power. Pat's power is the law and the regulations.

Need way to present (1) rules of game, (2) how it operates, (3) how to work between. Develop your power to use whatever is appropriate. Key is right kine of faculty. Suggestion for Southern content: Marian Wright.

Ronnie: Survey can help diagnose where each participant is at: must see how rapidly they can move. Must deal with people in their present condition.

*Decision to discuss how educational system.works. Techniques and approaches will be worked out at next planning committee meeting.

#2 REPORT: KIND OF PRODUCT (Jeanne Smith reporter)

Covered areas to be discussed, and materials suggestions.

1. What are the goals of education?
   a) to survive economically
   b) political functioning
   c) in relation to community in which he lives
   d) in relation to himself as an individual

Is there a difference in goals re. black students and white students? Identify different approaches.

How to establish framework in which to achieve these goals for black students:
   1) Curriculum planning material developed, like Evie's course, and put together for people to criticize, work with, take home.
   2) Textbooks which begin to approach the desired. Also should be made available to school board members. Get sample copies donated by publishers.

(Evie, (second reporter:)

Key role of personnel. Needs radical change.

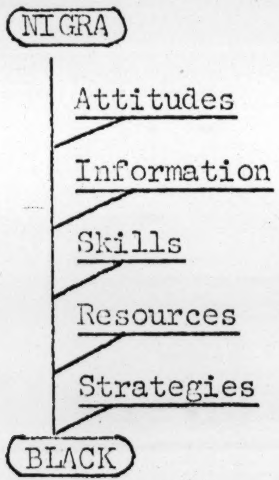
Conference suggestion: Ways of helping board member on Personnel Committee to help identify good change-producing people.

Materials on curriculum development. Good discussion starter would be excerpts from Wilcox paper from Black Power Conference.
Greg's Textbook Study: model for others to follow. New introduction, cover sheet, "This can be done in any community."

**Liaison between black school board members and students re. opportunities on higher education for black students. (Assignment for Jeanne and Evie)

Various upcoming meetings noted where people would use contacts to help spread word about School Board Member Conference, lining up trainees, etc.

#3 REPORT (Howell)



EFFECTIVE BLACK
BOARD MEMBER
CHART

Attitudes and resources:
Chart represents white Nigra moving down to Black effective person

Reporter: Sam Simmons

Information
Trainees must understand that racism is a system of subordination and exploitation: ways to understand and use...
-- Board member must be an advocate -- in black community, on Board
-- Skill of negotiations important
-- Need to develop skill of listening or intelligence-gathering
-- Analyze intelligence gathered

(Analysis of schools(166 ?) years ago recommended: Chap. 4 of Peculiar Institution)

Emphasis on skilled discussion leaders at Conference: emphasis on attitudes. Groups of 5 or 6 with jobs to do.

Discussion on whether the Conference should be all black:
Whites should be used at the Conference only where they have clearly-defined functions to perform.

Planning committee can serve as discussion leaders. To produce product to be given to total group for some purpose or other.

LOOSE ENDS

College site for conference suggested -- preferably Atlanta.

Puerto Rico and Ghana might be cheaper and more appealing than Airlie House.

Funding Suggestions: Office of Education and Carnegie may or may not
Small foundations
Large textbook publishers

Next Planning Committee set for Friday night and all day Saturday, Sept. 27-28, in N.Y.C. Dr. Holloway will substitute for Mr. James. Preston Wilcox cannot come.

####

Washington Star, Feb. 2, 1969

Negro Education Board Members Weigh Uniting

By JOHN MATHEWS
Star Staff Writer

WARRENTON, Va. — Sessions of the first National Conference of Black School Board Members showed signs here yesterday of developing solidarity among participants as a potential pressure group.

Outside the formal structure of the conference, which is designed as a training session for some 100 Negro school board members from throughout the nation, informal discussions were being held on formation of a national black educational lobby in Washington.

Many participants feel the needs of Negro school children and Negro school board members are not adequately served by existing organizations like the National School Boards Association. While there is a black caucus in the association, sentiment at the four-day conference, which ends today, is leaning toward setting up a national organization of Negro school board members.

As participants here at Airlie House read newspaper accounts of the conference pointing out differing views on issues among participants, and as discussion groups became increasingly frank, a movement developed to bar the press.

Late yesterday afternoon, Ronnie M. Moore of the sponsoring organization, Scholarship, Education and Defense Fund for Racial Equality, told reporters they were excluded from further sessions.

Moore said the participants felt the "presence of the press inhibits effective black confrontation." He stressed that all reporters, black and white, were being excluded.

One school board member told a reporter newspaper stories failed to emphasize that the participants were united in pressing for better education of all Negro children.

A particularly heated session yesterday, which was open to the press, included a panel with Washington school board member Julius W. Hobson. Hobson said he had concluded that legal action, legislation and even the new elected school board, which met for the first time last week, will not improve D.C. education.

At Parley Differ on the Issues

By JOHN MATHEWS
Star Staff Writer

WARRENTON, Va. — A significant new block of black political power has assembled at Airlie House for the first National Conference of Black School Board Members.

There are more than 100 Negro school board members here from such unlikely places as Wyoming and Arizona, as well as fro mthe Deep South and the large cities of the North. Marvin Rich, executive director of the conference sponsors, the Scholarship, Education and Defense Fund for Racial Equality, estimates that nationally about 400 Negroes now sit on school boards.

At the outset of the conference yesterday, it became immediately clear that the Negro school board members have widely different views as to what are the key educational issues of the moment.

Still Seek Desegregation

Most of the board members from the Deep South still are fighting to achieve desegregation of their schools. Some school board members from middle-sized cities have as their goal integration of schools, while representatives of the largest cities, like New York, want to debate the whole issue of integration versus separation of the races.

Mrs. Frieda Mitchell, for example, is one of two Negroes on the seven-member Beaufort County, S.C., school board, which governs a 60-percent-Negro school district.

"I believe you can't have quality education and have segregated education," she said.

Mrs. Mitchell is pleased that the county school superintendent has proposed building a new comprehensive high school that would eliminate adjacent, predominantly black and predominantly white high schools by 1971. She is pressing for an immediate end to the separate school systems for Negroes and whites in her county.

Another school board member, the Rev. Landrum E. Shields from Indianapolis, says, "I am not a separatist, but at the same time, I think an all-black school can be a good school."

Concerns Expressed

At a general session yesterday to determine the goals of the conference, which meets through Sunday, the particular concerns of members from large cities were forcefully expressed.

What seems to be developing as a caucus of representatives from New York City's decentralized school districts, Ocean Hill-Brownsville in Brooklyn and I.S. 201 in Harlem, insisted on discussion of such issues as community control, how to deal with the white power structure and guidelines for developing a black curriculum.

"I'd like to see a black paper come out of this conference on separation versus integration," said another urban board member, Clyde C. Jordan of East St. Louis, Ill. "Can all-black schools give you quality education or do we have to bus our kids across town?" he asked.

Washington's school board vice chairman, Mrs. Anita F. Allen, reported to the general conference session that her workshop felt a key issue was "how does a school board relate to the militant minority while remaining responsible to the silent majority?"

The Scholarship, Education and Defense Fund for Racial Equality, was formed as a separate, nonprofit group in 1962 by the Congress of Racial Equality. Supported mainly by private foundations, the organization conducts training conferences in a variety of fields including voter registration, economic cooperatives and antipoverty fields.

REACTIONS DIVERSE

Feb 1, 1969

Black School Aides Take a Slogan Test

By JOHN MATHEWS
Star Staff Writer

WARRENTON, Va. — "What bothers me about integration is that I don't want to forget I'm black," said the Negro school board member from New England.

"Black people have a capacity, a capacity for . . ." and someone else at the broke in, "For suffering, sister. The 15 people at the workshop laughed.

The first person, a woman, continued: "Yes, I think black people really have a capacity for loving and caring, a sensitivity about other people that I haven't see among whites.

"I've seen black kids go to private schools and get not to trust their feelings. I've seen it drained out — that capacity for living close to other people."

React to Slogans

The discussion in the "attitude session," one of a dozen similar groups at the first National Conference of Black School Board members meeting at Airlie House here this week, continued on the key question of integration versus separation of the races.

It was inspired by getting participants to react to a list of current slogans and concepts, including: White folks are evil; black is beautiful things are changing; burn, baby, burn; black power, green power and education is the answer.

What the exercise produced in many cases ws an honest self-appraisal of attitude—and oftentimes rough exchanges between participants.

Generally, the middle class Negro participants expressed a strong level of aggressiveness and militancy in seeking the demands of black people. But, differences in tactics to achieve common objectives between younger and older participants were evident.

In the group to which this white reporter was admitted as a participant, near unanimity was expressed for black power and green power.

"An Awakening"

One participant put it this way: "The term black power has been useful. We have been powerless, but there is an awakening now in terms of voting, participation and the term symbolizes this."

As for "green (money) power," he added, "That's what we all want, isn't it?"

"Things are changing," and "Education is the answer," both popularized as themes for advertising campaigns encouraging Negro youths to stay in school, produced wide disagreement.

Things have not changed materially for the mass of Negroes, several insisted. Others said that while they had faith in education, they think it is only one answer and should not be viewed as a cure-all.

Most participants reacted negatively to the phrases, "White folks are evil" and "Burn, baby, burn," but there were some dissenters.

"White folks control 95 percent of this country and I think the system they support is basically evil, so I have to conclude its supporters generally are too," said one younger school board member.

Symbol of Riots

Several people using "Burn, baby, burn" as a symbol of ghetto riots, insisted riots produce results.

Others disagreed, including a participant from Washington.

The terms "black American" and "Negro" produced the usual pro and con arguments. One middle-aged man, who said he now uses the terms interchangebly, said: "it's probably the generation gap, but when I was young black was a fighting word. Now I'm getting to understand why young people prefer it and I think I agree."

The conference, sponsored by the Scholarship, Education and Defense Fund for Racial Equality, ends tomorrow.

REPORT

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

January 30 - February 2, 1969

Airlie House Conference Center
Warrenton, Virginia

**Scholarship, Education, & Defense Fund
for Racial Equality**

164 Madison Avenue
New York, New York 10016

Report on

1969 NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS

January 30 - February 2, 1969

Airlie House Conference Center
Warrenton, Virginia

July 1969

Sponsored by the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE)

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BACKGROUND AND ACKNOWLEDGMENTS

Over recent years, SEDFRE has developed a special interest in the minority-group school board official, and a fair degree of expertise in answering his or her needs.

Our first School Board Seminar was regional, and small: a four-day workshop held in August 1967 for 35 school officials newly elected to school boards in 12 Southern states. The Seminar was an outgrowth of previous SEDFRE programs training community people for work in voter registration, citizenship education and political effectiveness at the local level. Successful candidates were often inexperienced, and eager to learn all they could in order to perform effectively in their new public offices.

Both participants and faculty at the 1967 Seminar strongly recommended a national conference to bring together Black board members from communities north and south.

Planning was facilitated by a research grant from the Department of Health, Education and Welfare, Office of Education. A questionnaire-survey was developed to canvass each applicant's specific needs and interests. The most extensive list in existence of Black board members throughout the nation was compiled. The agenda for the Conference was developed around the results of the survey. In addition, a planning committee of 11 Black education experts helped design the curriculum and enlist a panel of top-flight instructors. Special training materials and take-home literature were developed around curriculum sessions. (Detailed information on these preliminary activities is available in "Field Research and Development of Materials for 1968 National Conference of School Board Members Serving City and Rural Communities, North and South," available through the ERIC system of the Bureau of Research, Office of Education, U.S. Department of Health, Education and Welfare.)

Production costs of new printed materials developed by SEDFRE for the Conference and for wider use afterward were underwritten by a gift from the Abelard Foundation.

The school board seminars, plus other training programs designed upon request for newly-elected minority-group officials, are being carried out by SEDFRE as it attempts to meet the practical needs of a fast-growing body of minority-group public officials.

INTRODUCTION

The 1969 National Conference of Black School Board Members departed deliberately from the traditional format of the national conference. There were no addresses by big-name speakers, no policy-making deliberations, no position statements or resolutions. SEDFRE's first "national conference" was in fact a learning program, designed by and for all the school board members and candidates participating.

The four-day curriculum (See "Final Agenda") reflects the general philosophy of the sponsoring organization: giving people the information, awareness and skills they wish to acquire in order to function effectively in the political processes leading to social change. The specific goal of the Conference: to help Black school officials become more accountable to their constituents by bringing them abreast of urban problems, the dynamics of collaboration, and techniques of educational policy-making.

Methodology was a blend of attitude-training in seven small groups of 10-12, with somewhat larger information/skill workshops conducted by panels of specialists. Each participant remained in the same small group throughout the conference, working with the assigned training team on goal-setting, attitude exploration and finally strategy-planning. The awareness and perspective gained in sensitivity-training sessions provided essential groundwork for the high degree of communication and interaction apparent in the information and skill workshops. Information workshops were set up on a rotating basis; all conferees were able to attend six such sessions over two days in groups of 40-50. Films and printed materials added variety and carry-over to these sessions. Four optional skill development workshops were offered, and conferees given a chance to select two. Meals and activities between sessions were kept deliberately informal and relaxed, permitting an optimum of carry-over of workshop discussions and interchange between participants and "faculty." Participants turned in written evaluations of sessions daily. These were analyzed at each late-night staff meeting to prepare for the following day. Summaries of each day's deliberations were written up and distributed the following morning at breakfast.

This particular Conference came during a period of intensive testing of a new idea in education: community control. It was important to give advocates full range of expression, to explore their concepts to the fullest among an audience that permitted complete freedom and honesty, and reacted with genuine interest, criticism or anger. It also foreshadowed a period when more and more Blacks would be assuming posts on regular school boards, many seeking practical and effective ways to increase their accountability to the community.

PARTICIPANTS

Participants proved a diverse and hardworking group. Occupations ran a full gamut: from college president to factory worker.[1] Men outnumbered women more than 4 to 1; the young were in a minority.[2] Board members came from Washington, D. C. and 26 states, covering the North, South, Midwest and Far West.[3]

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[1] By far the largest occupational grouping of board members attending the conference was the professional. Five participating school officials were ministers, another five were college professors, another five doctors. Others listed full-time careers as veterinarian, engineer, nursing administrator, teacher, mortician, accountant.

A second sizeable group of trainees were in civil service or private agency posts, including the following: administrator, psychiatric social worker, U.S. Department of Agriculture supervisor, Internal Revenue agent, public housing project manager, relocation assistant, postal clerk, Equal Opportunities Commission coordinator, state employment service official.

Some 10 board-member trainees ran small businesses. Among those enterprises described specifically were a real estate office, liquor store, TV and radio repair shop. Other participants described themselves as bookkeepers, secretaries, switchman, plumber.

One trainee, a retired Army officer, is currently employed as an aircraft dispatcher. Another board member lists his occupation as heavy-duty truck driver, and notes that he holds a B. A. degree.

[2] Trainees serving on boards in regular school districts ranged in age from their twenties to their sixties, with most in their forties or fifties. The nine local governing board members, all women, were in a younger age bracket (twenties and thirties). The governing board chairman serving on the resource faculty was the sole male representative in this category of board membership.

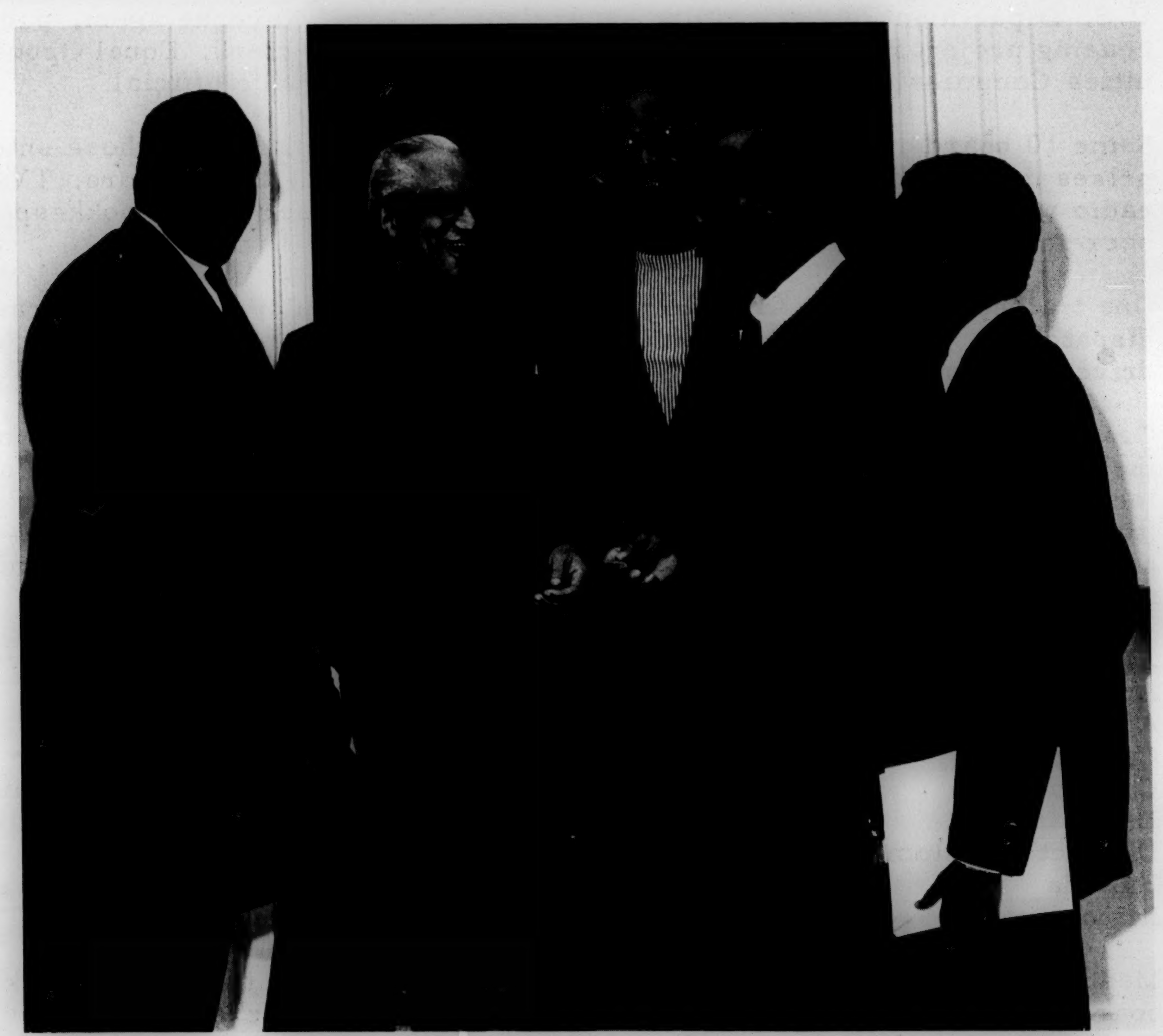
[3] Alabama
Arizona
Arkansas
California
Connecticut
Delaware
District of Columbia
Florida
Illinois
Indiana
Kansas
Louisiana
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Nebraska
New Jersey
New York
Ohio
Oklahoma
Pennsylvania
South Carolina
Texas
Virginia
Wyoming

Most of the above-listed states accounted for only one or two of the Black board members attending the Conference. Three notable exceptions were California (14), New Jersey (7) and New York (2 members of regular school boards, 7 members of local governing boards).

There was great variation in the type of school district represented. Many participants came from districts, small-city communities or suburbs where they serve as the first, the only, or one of a small-minority of Black members on a White school board. Others came from big-city school districts, representing constituencies in an urban school system serving predominantly Black enrollment. Two districts with all-Black school boards, one on the West Coast, were represented. Members of two New York City local governing boards in demonstration school districts took part, as did local board members of a community-controlled school in Washington, D. C.

Active board members and candidates made up more than half of the 151 men and women attending the Conference. The rest were 1) a varied group of participants directly involved in public education: parents, community leaders, principals and teachers, school planners and administrators; 2) expert "faculty" consultants; and 3) SEDFRE staff.

Throughout the conference, the line between student, faculty and staff was thin. Trainees doubled as resource persons; consultants and staff members found themselves gaining as well as imparting knowledge and insights.



From left to right: Dr. Edward W. Brice (Office of Education), Wesley Williams (former Washington, D. C. school board president), Dr. Walter Tucker (Compton, California school board), Julius Hobson (new D. C. school board), and SEDFRE Executive Director, Ronnie Moore.

HIGHLIGHTS OF PROCEEDINGS

Just getting to ice-covered, fog-shrouded Warrenton, Virginia, proved the first major accomplishment for participants. All but two of those expected made it, despite airport shutdowns, perilous flying and road conditions. By lunchtime on January 30, trainees had knuckled down for the start of an intensive four-day learning program. The first order of business -- setting goals for this Conference -- was no easy task, in light of the differences among the participants themselves and on the twin thrusts toward separation on the one hand, integration on the other.

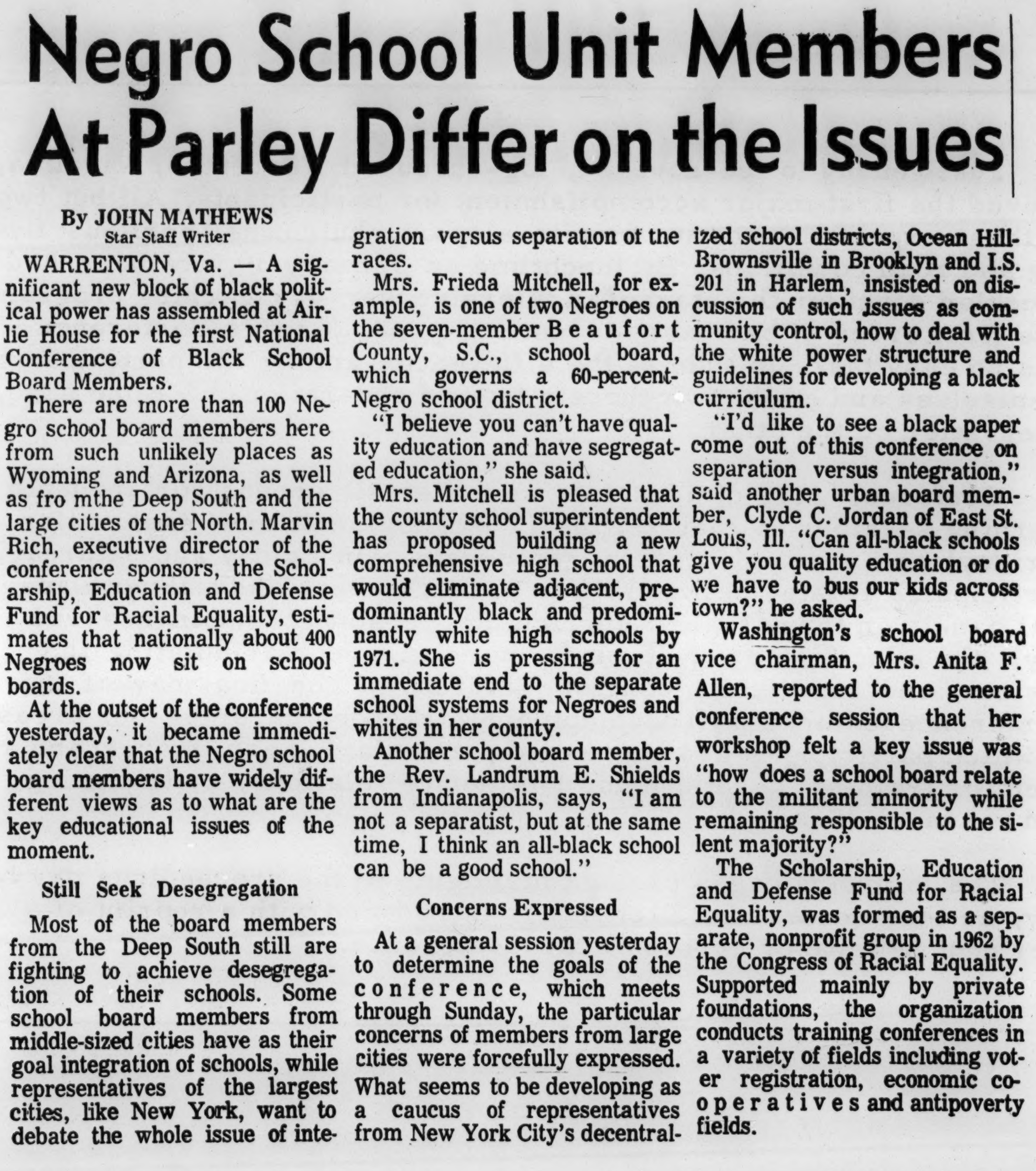
Conferees were divided into seven small groups for in-depth morning sessions in goal-setting (Thursday), attitude exploration (Friday) and strategy planning (Saturday). On Friday and Saturday, participants rotated between three rooms to hear and talk with special panels on three topics: curriculum, personnel and finance (Friday); the education product, understanding and manipulating the system, and community control (Saturday). The final day of the Conference featured skill development workshops covering four areas in which participants had expressed particularly keen interest and a need for training: negotiations, community relations, campaigning and research (Sunday).

The following pages present highlights of the proceedings day by day, as they occurred. Each day is introduced with a reprint of a pertinent newspaper report on the Conference.

THURSDAY, JANUARY 30

Conference Goal Setting

Washington Evening Star, 1/31/69



Negro School Unit Members At Parley Differ on the Issues

By JOHN MATHEWS
Star Staff Writer

WARRENTON, Va. — A significant new block of black political power has assembled at Airlie House for the first National Conference of Black School Board Members.

There are more than 100 Negro school board members here from such unlikely places as Wyoming and Arizona, as well as fro mthe Deep South and the large cities of the North. Marvin Rich, executive director of the conference sponsors, the Scholarship, Education and Defense Fund for Racial Equality, estimates that nationally about 400 Negroes now sit on school boards.

At the outset of the conference yesterday, it became immediately clear that the Negro school board members have widely different views as to what are the key educational issues of the moment.

Still Seek Desegregation

Most of the board members from the Deep South still are fighting to achieve desegregation of their schools. Some school board members from middle-sized cities have as their goal integration of schools, while representatives of the largest cities, like New York, want to debate the whole issue of integration versus separation of the races.

Mrs. Frieda Mitchell, for example, is one of two Negroes on the seven-member Beaufort County, S.C., school board, which governs a 60-percent-Negro school district.

"I believe you can't have quality education and have segregated education," she said.

Mrs. Mitchell is pleased that the county school superintendent has proposed building a new comprehensive high school that would eliminate adjacent, predominantly black and predominantly white high schools by 1971. She is pressing for an immediate end to the separate school systems for Negroes and whites in her county.

Another school board member, the Rev. Landrum E. Shields from Indianapolis, says, "I am not a separatist, but at the same time, I think an all-black school can be a good school."

Concerns Expressed

At a general session yesterday to determine the goals of the conference, which meets through Sunday, the particular concerns of members from large cities were forcefully expressed. What seems to be developing as a caucus of representatives from New York City's decentralized school districts, Ocean Hill-Brownsville in Brooklyn and I.S. 201 in Harlem, insisted on discussion of such issues as community control, how to deal with the white power structure and guidelines for developing a black curriculum.

"I'd like to see a black paper come out of this conference on separation versus integration," said another urban board member, Clyde C. Jordan of East St. Louis, Ill. "Can all-black schools give you quality education or do we have to bus our kids across town?" he asked.

Washington's school board vice chairman, Mrs. Anita F. Allen, reported to the general conference session that her workshop felt a key issue was "how does a school board relate to the militant minority while remaining responsible to the silent majority?"

The Scholarship, Education and Defense Fund for Racial Equality, was formed as a separate, nonprofit group in 1962 by the Congress of Racial Equality. Supported mainly by private foundations, the organization conducts training conferences in a variety of fields including voter registration, economic cooperatives and antipoverty fields.

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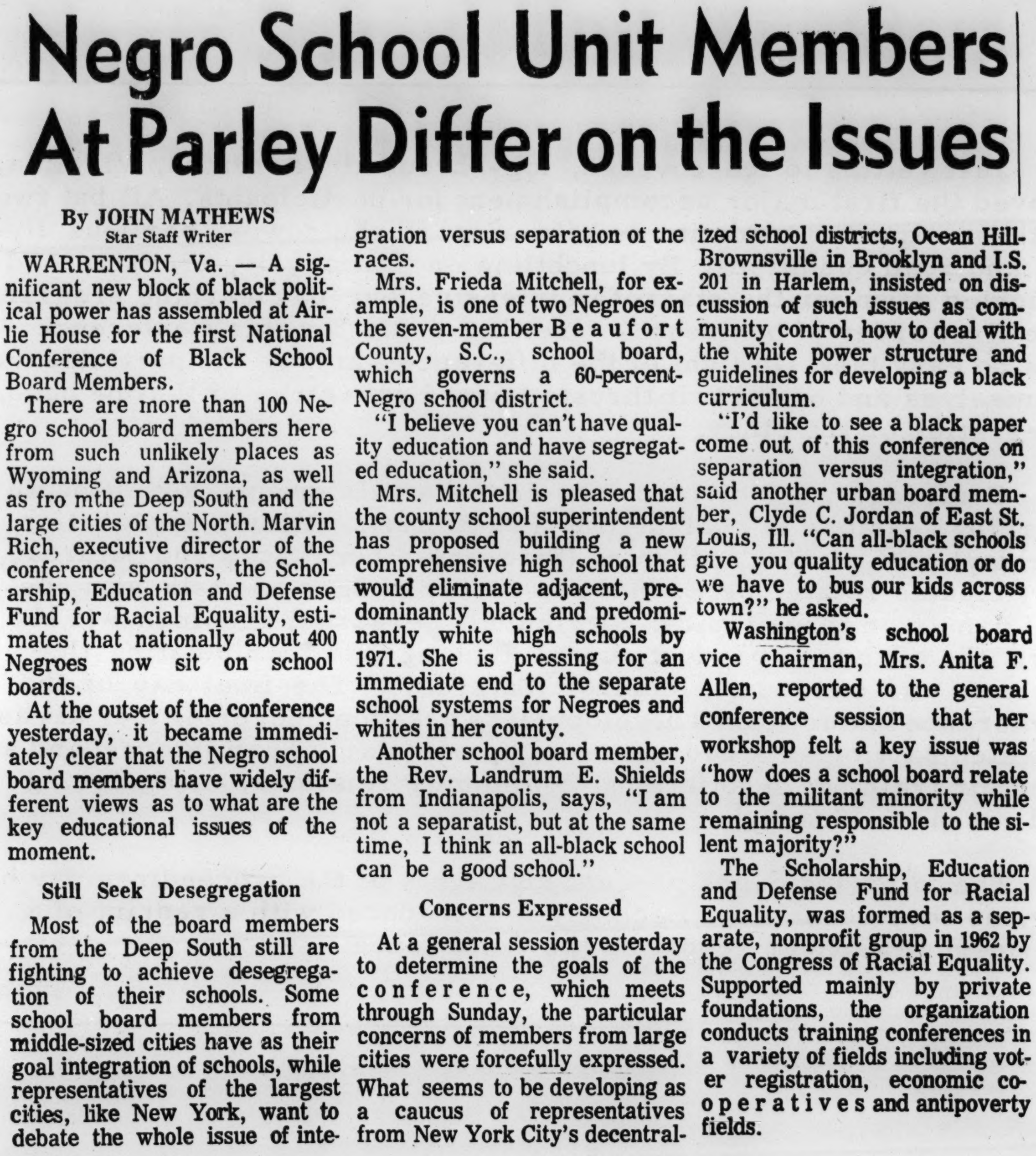

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At the opening general session, Conference Chairman, Ronnie M. Moore, set forth two broad areas of need to which sessions would be addressed. Board members from the South have come seeking information about existing legislation, still a valid demand in 1969, particularly in light of government refusal to enforce desegregation. From the North, board members' demands vary, some searching for ways to speed school integration, others opting for separate schools under community control.

Not all the experience and expertise will come from resource persons at the Conference, Mr. Moore stressed. Participants themselves will be encouraged to share what they have to give one another.

This is not a policy-setting meeting, it was made clear. The stress is on skills, information, what participants need in order to be more effective back home. "These are the reasons we called you here -- and the reasons why SEDFRE exists."

Small-Group Discussion

Participants were divided into small groups, each given the task of agreeing on the five most important goals for this Conference. A general session was held to discuss the findings of each group. Agreement and paring-down of the listed goals proved impossible in the time allotted. Out of the general session, a representative of each group was elected to produce a summary document, distributed Friday morning to all participants and serving as a guideline in future sessions:

Intensive probing and growth was accomplished in daily small-group sessions. Trainees worked in seven small workshops, each with its own team of trainers.

PARTICIPANTS' STATEMENT OF GOALS

First item of the group's discussion was to set up general goals of quality education with emphasis directed upon the needs of Black students, and other minority ethnic groups. There was some discussion concerning Mexican Americans; however, it was the feeling that they are aware of the needs of their students and are working on the problem.

The discussion also centered around the development of strategy to help organize groups so they can define their own priorities in their communities, define their goals and stimulate community interest.

The goals finnally agreed upon by the entire group are listed below:

1. Desegregation and integration--pros and cons
2. Technical Assistance
   a. Finances
   b. Program development
   c. Political assistance
3. Curriculum
   a. Curriculum revision
   b. Motivation
   c. College curriculum preparation
   d. Non-collegiate programs
   e. Guidelines for instruction on Black culture and introduction of this into regular curriculum
   f. Drop-outs
4. Community Participation
   a. Community planning, control and involvement
   b. Decentralization vs. community control
5. Personnel (staff)
   a. In-service training
6. Election Strategy
7. Role of Black Board Member
   a. Initiating, monitoring, implementation of policy
   b. Accountability of school board member
8. Response to Black Militants
9. Communications
   a. Publicity and public relations
   b. Index (problems in any given area)
   c. Clearing house
   d. Number of elected officials
10. Vandalism
11. Organizational structure and functions of school boards

General Session

A talk on school construction followed the meeting on goal-setting. Assistant Commissioner for Construction Loans, Walter Mylecraine, narrated a brief slide presentation, distributed a variety of publications and then engaged in a lively, informal question-answer period. Participants proved intensely interested in the information he had to impart, staying on until dinner interrupted.

Evening General Session

Participants heard a four-man panel of specialists serving as Conference resource persons: Dr. Aaron Brown, member of the New York City Board of Education, reviewed the history of school boards in the United States today. Dr. Brown's prepared paper on this topic was later distributed to all participants. David Spencer, chairman of the New York City I. S. 201 Complex Governing Board, spoke on community control. Nils Douglas, New Orleans attorney and chairman of the board of SEDFRE, focused attention on Southern problems. Wesley Williams, former president of the Washington, D. C. School Board, presented some highlights of his long experience.

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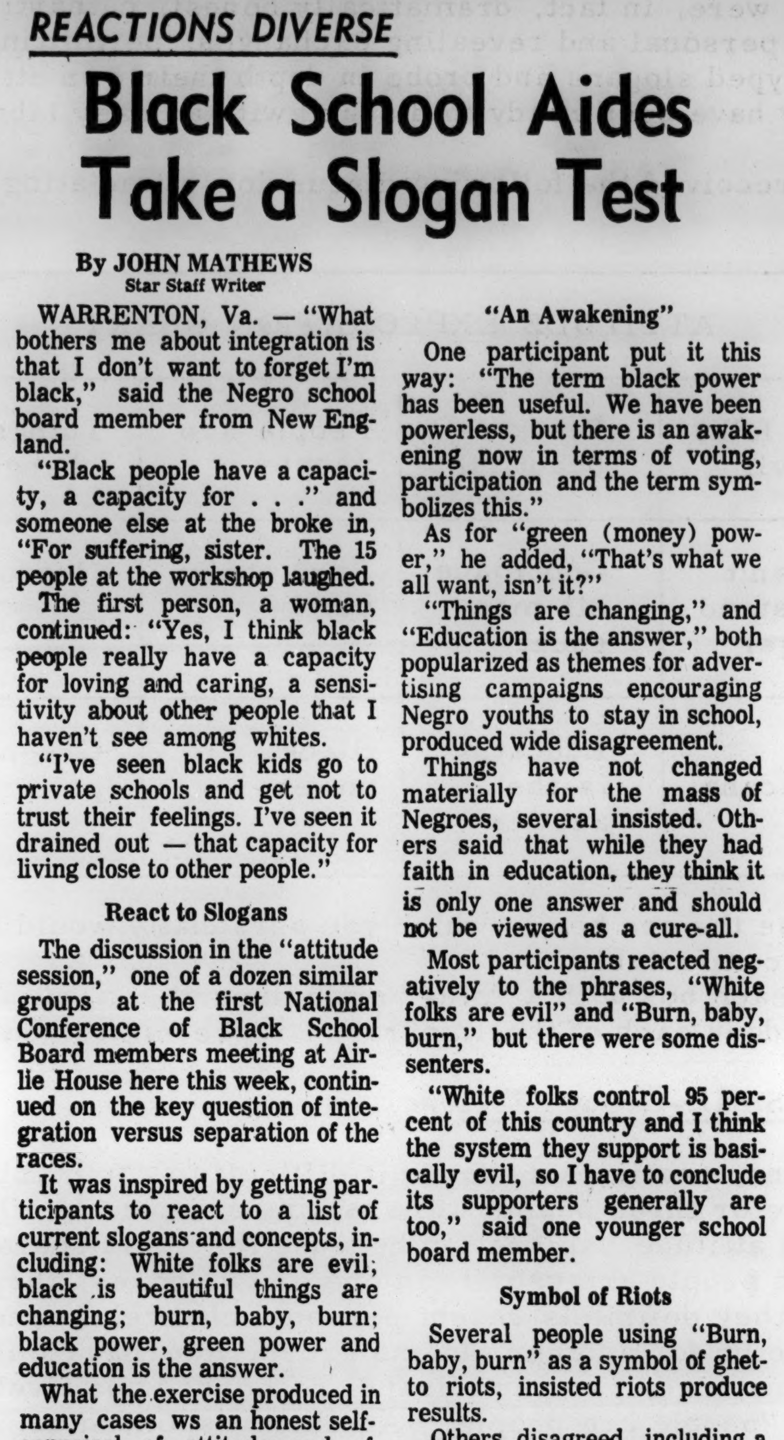
Washington Evening Star, 2/1/69



REACTIONS DIVERSE

Black School Aides Take a Slogan Test

By JOHN MATHEWS
Star Staff Writer

WARRENTON, Va. — "What bothers me about integration is that I don't want to forget I'm black," said the Negro school board member from New England.

"Black people have a capacity, a capacity for . . ." and someone else at the broke in, "For suffering, sister. The 15 people at the workshop laughed.

The first person, a woman, continued: "Yes, I think black people really have a capacity for loving and caring, a sensitivity about other people that I haven't see among whites.

"I've seen black kids go to private schools and get not to trust their feelings. I've seen it drained out — that capacity for living close to other people."

React to Slogans

The discussion in the "attitude session," one of a dozen similar groups at the first National Conference of Black School Board members meeting at Airlie House here this week, continued on the key question of integration versus separation of the races.

It was inspired by getting participants to react to a list of current slogans and concepts, including: White folks are evil; black is beautiful things are changing; burn, baby, burn; black power, green power and education is the answer.

What the exercise produced in many cases ws an honest self-appraisal of attitude—and oftentimes rough exchanges between participants.

Generally, the middle class Negro participants expressed a strong level of aggressiveness and militancy in seeking the demands of black people. But, differences in tactics to achieve common objectives between younger and older participants were evident.

In the group to which this white reporter was admitted as a participant, near unanimity was expressed for black power and green power.

"An Awakening"

One participant put it this way: "The term black power has been useful. We have been powerless, but there is an awakening now in terms of voting, participation and the term symbolizes this."

As for "green (money) power," he added, "That's what we all want, isn't it?"

"Things are changing," and "Education is the answer," both popularized as themes for advertising campaigns encouraging Negro youths to stay in school, produced wide disagreement.

Things have not changed materially for the mass of Negroes, several insisted. Others said that while they had faith in education, they think it is only one answer and should not be viewed as a cure-all.

Most participants reacted negatively to the phrases, "White folks are evil" and "Burn, baby, burn," but there were some dissenters.

"White folks control 95 percent of this country and I think the system they support is basically evil, so I have to conclude its supporters generally are too," said one younger school board member.

Symbol of Riots

Several people using "Burn, baby, burn" as a symbol of ghetto riots, insisted riots produce results.

Others disagreed, including a participant from Washington.

The terms "black American" and "Negro" produced the usual pro and con arguments. One middle-aged man, who said he now uses the terms interchangebly, said: "it's probably the generation gap, but when I was young black was a fighting word. Now I'm getting to understand why young people prefer it and I think I agree."

The conference, sponsored by the Scholarship, Education and Defense Fund for Racial Equality, ends tomorrow.

Morning Small-Group Discussion

Press coverage of the attitude-exploration sessions stressed differences -- but these sessions were, in fact, dramatically honest, cathartic and useful, stimulating highly personal and revealing exchanges, permitting participants to see behind stereotyped slogans and probe in depth their own attitudes and those of others they may have been ready to discard with an easy label.

Each trainee received the following discussion-stimulating chart:

ATTITUDE EXPLORATION CHART			
White folks are evil	Black is beautiful	People are people	Things are changing
You can't understand a nigger	God made all men equal	Burn, baby, burn	Negroes
Black Americans	Education is the answer	Black power	Green power

1. Choose the one box in which you personally would feel most comfortable.
2. Rate each box with a "plus" or "minus."
3. What does each of the 12 phrases represent to you?

Summary of Seven Small-Group Sessions

In most sessions, participants found it difficult to communicate, at the beginning. In one, two or three people were talking at once. In others, there was hostility toward the attitude exploration because the chart characterized attitudes via boxes. Although people are usually in one or two boxes, they don't like to face it, discuss it, and they definitely resent personal change. In one or two instances, one individual spoke up for another. In one group, internal conflicts of individuals were obvious; for instance, two participants responded positively to both "white folks are evil" and "people are people." Another responded comfortably to "white folks are evil" and "God made all men equal." The box "burn, baby, burn" created tension and conflict in most groups. It produced fear in most and recognition of some positive achievements in few participants.

There were a number of conflicts between various participants over traditional methods of education vs. innovation vs. radical restructuring. Some felt that "their children should have the exact same thing" as white children. In this school of thought, the majority seemed to want "a change of hats," as far as the power relationship is concerned.

In one small group, a student complained "that the only thing going on is just talk, and if this is how the group reacts at home, Black children are in sad shape and may be lost. " You folks have to work, not talk, she said pounding the table. The group flared against the attack, one by one reacting: The young people are not listening--I dare you attack me--Do you know me or anything about me, I'm from an all-Black community. Then a participant asked the trainer: "Can you help me? I'm here to learn. You can stop talking about Black and Negro, pulling our people apart, not together." This participant had made an earlier attempt at placing people in boxes: Black for the good guy and Negro for those who do not accept his personal concept of Black Power.

In another group, the discussion emphasized that most Blacks feel some hatred for White people and yet it is suppressed by the conscious knowledge that they should not hate. The group concluded that there is in Blacks a definite love-hate psychological state. Another group came to the conclusion that people are not bought out, but sell out to the structure. A number of groups added boxes, feeling that the chart as originally constituted was inadequate. The new boxes were: liberation of all oppressed peoples, riot rewards, communications, people dealing with authority, power, education is part of the answer, broad education is the answer, and education is one answer.

One group felt they should work toward a common ground on attitudes.

One individual realized that her way to solve the problem was not the only way or necessarily the right way. Another participant, reporting after the confrontations, summed up the session as follows:

> How did this come about? What transpired can be best explained by the use of the word "honesty. " There was no shouting, yelling, speaking over each other and anger for anger's sake. Instead there was exhibited a sincere atmosphere of honesty, understanding, listening. . . They realized and expressed verbally that they all had hang-ups and flaws in their armors, but they together must fight these hang-ups, and counterbalance these flaws in each other.

ROTATING WORKSHOPS ON KEY BOARD COMMITTEES

A general session on board committees featured a brief talk by former Washington board president Wesley Williams, who compared the efficacy of boards structured to function with committees versus boards which act as a committee of the whole. He believes the latter is better for Black school officials in a minority on a board.

A five-minute exercise demonstrated the importance participants assign to various committees, and the reasons for these priorities. (Two tasks: 1) Which board committee would you most like to serve on? 2) Specify one or two reasons why you selected that committee.)

Of the 69 choices recorded, 18 were for Personnel, 18 for Finance, 17 for Curriculum. Only two other committee designations got more than 1 vote.

Why did participants choose these three categories? On Curriculum, most saw curriculum revision as an essential for upgrading the education each child gets, and felt present curricula outmoded, irrelevant, a key area in which the board member can make meaningful changes. Some stressed meeting wide-ranging needs of Black children, others "incorporating Black history with White so true history may be taught to all children." On Personnel, many participants wished to make practical and pointed use of the specific control and powers they hold in this area. Some reasoned that the quality and attitudes of teaching staff are essential to excellence in education, that much can be done to give Black applicants a fairer shake, because "this is where the power of the board lives, particularly if you want a change." On Finance, the reasons ranged from feelings of personal need ("This is what I feel most inefficient in and would like to learn more about") to broader considerations ("This is the most important and controlling committee," "the source of power to bring about change.")

Friday afternoon and evening, participants tackled these three areas in which board members can make their most telling impact on policy as it affects Black children. Each session opened with a panel presentation, but allowed a good portion of time for discussion between participants and resource specialists.

Broad changes were called for in curriculum and personnel, new educational goals outlined. Teaching Black history was viewed as crucial for two reasons: 1) as a means of coping with the identity crisis and building the self-image of the Black child; and 2) as a relevant factor for White children too, since the distorted view of history renders their self-image unreal.

Both the curriculum and personnel workshops stressed the importance of in-service teacher training, underlining the need for new teaching approaches as well

After four tightly-packed mornings at work together, trainees from California, Arkansas, Louisiana, New York understand one another better and appreciate the variety of problems to be solved around the nation.

as new teaching materials. SEDFRE-developed curriculum materials were distributed and will be available for wider circulation: "African Studies Curriculum," a modified and shortened version of a 12th grade syllabus; and a background paper, "Black Life and the Black Curriculum."

The finance workshop tackled two broad questions: 1) how to spend money; and 2) how to get continuing school funding from a variety of sources. On the first topic, workshop participants were introduced to the concept of the budget as a planning tool, involving parents, teachers, principals in a year-round process of setting educational goals and priorities. On the second topic, legal and government specialists tackled problems attending the new federal role in school aid, highlighting those areas where informed action and pressure can most likely produce more equitable allocation of funds. The new push, it was stressed, must be at the state level: state legislature, state Departments of Education.

The state agency is the key to who gets how much and for what. Participants were advised to find out their state agencies' procedures, make their concern and needs known well in advance, so their communities will get their share when the pie is divided. This is urgent since otherwise federal aid monies will simply be dispersed to reduce costs for local tax-payers.

Another promising route to fairer allocation of funds at the state level is through the courts: several new school cases seeking to extend state responsibility for equitable allotment of funds were discussed. SEDFRE's Legal Division has entered two potentially ground-breaking cases on school financing, one in Texas, one in Virginia.

Board members were urged to form the nucleus of a lobby for educational legislation in Washington, and generally agreed it is essential to join forces at all levels to effect changes. A final concern was voiced around the recognition that schools are big business. As Black school board members, the conferees agreed that they should act to see that "a piece of the action" goes to Black contractors, lawyers, subcontractors, laborers and businessmen.

SATURDAY, FEBRUARY 1

Strategy-Planning

Boning up on What We Want and How to Get It

Washington Post, 2/2/69

Race Issue Still Dogs Schools In Nation, Conference Told

By Herbert H. Denton
Washington Post Staff Writer

WARRENTON, Va., Feb. 1—Nobody wants to repeat 1957, when Army troops were sent to Little Rock (Ark.) Central High School to enforce a court desegregation order.

School integration, nevertheless, remains the chief issue facing Little Rock's schools, T. E. Patterson, only Negro on the city's seven-man school board, said yesterday at an Airline House gathering of 100 black-school-board members from 30 states.

There are about 400 blacks among the 2000 students at Central now but two other newly built high schools are virtually all-white and a fourth is all-Negro, Patterson said. A suit is now pending in the Federal District Court that would force all the city schools to achieve an equal racial balance.

"If we could get this doggone integration question settled we could then move on to other important questions, such as the equality of spending in different city schools," Patterson said.

Conservatives Return

Patterson was elected to the Board in 1966 on a campaign slate endorsed by local Negro organizations and liberal whites. The Board had a liberal majority that year, he said, and he was able to push through the appointment of a Negro assistant school superintendent. But recently, as demands have broadened from a token to a wider integration of schools, conservatives have been reelected to the Board, he said. He said the change has lessened his effectiveness.

The conference was organized by the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE), a foundation-financed group based in New York City, for black school board members to discuss common problems. It is the first nationwide meeting of black school board members, a spokesman said.

The board members voted today to exclude reporters from the working seminars, some of which have become heated over such questions as black separatism.

Aaron Brown, a member of the New York City School Board, is now deeply concerned about the fate in the New York legislature of a plan he helped develop to establish 30 local school boards in his city.

Citizens Complain

Brown said the present system is unmanageable and that citizens complain that board members do not take direct interest in individual school problems and they are right, he said.

"If I visited one school every day it would take me five years to get around to each one of them. We just can't continue to go on as we are," Brown said.

By contrast, A. H. Miller, a member of the board of the smaller of two districts in Pine Bluff, Ark., is concerned about enlargening the board's control to achieve a bigger tax based for school financing.

Ronnie Moore, leadership director of the Fund, said he felt the meeting had helped show the complexity of problems to diverse types of black members of school boards.

"I can think (problems of) the whole world will be solved by community control (of schools) until I hear some school board member from Mississippi ask how he can make (President) Nixon force Mississippi to accept" available Federal funds for education, Moore said.

But Patterson of the Little Rock School Board said that the wide differences in the problems of New York City and his own town are slowly fading.

Ghetto Is Growing

The city is becoming increasingly "ghettoized," he said. Ten years ago, Negroes were scattered throughout the city, but urban renewal has dislocated them and they are beginning to be concentrated in one section. And the whites have fled from the center of the city and resettled in suburbs.

"The Negroes (in Little Rock) are not interested in community control now. They just want to be included," Patterson said. But he does not rule out the possibility of this demand in the future.

"In the beginning Negroes would have accepted any integration plan but now they are concerned about the quality of the education in their own schools," he said.

There are many school problems that are economic and not really a matter of racial discrimination. But "it ends up that the burden is on the Negro," Patterson said.

The New York Times, 2/2/69

Negro School Parley Dims New Yorkers' Hopes

National Session Cool to Use of Community Controls as Pattern in Rest of U.S.

By M. S. HANDLER
Special to The New York Times

WARRENTON, Va., Feb. 1—The consensus of the 125 Negro school board members of 30 states attending a national conference here appears to rule out the hopes of New York City's participants that community controls would be used as a pattern for Negro communities in the rest of the United States.

The conference disclosed such a diversity of opinions affecting school reforms that it has become apparent that the majority believes each Negro community must adopt a flexible, nonideological approach to its needs.

The New York participants, who included David Spencer, chairman of the governing board of the I.S. 201 complex, argued for community control.

But while the Negro school board members from other parts of the country appreciated his humorous, bitter and sarcastic remarks, many felt that conditions in their communities were different from those in New York and therefore his remarks were irrelevant to their needs.

In the workshop discussions, the school board members stressed the special needs of their communities which, they said, require a more traditional attack on the problem of improving education for Negro children.

Some common problems were how to get white majorities on local school boards to cooperate, how to elect more Negro board members, how to get better and more sympathetic school administrators and how to change the curriculum.

Many participants seemed to share the view that the best procedure was to find ways of improving education within the system instead of trying to overthrow it.

Most also avoided being drawn into ideological or race relations discussions. Anti-Semitism seemed remote from their thinking, and if Mr. Spencer had not raised the question Thursday night in a general meeting, the words anti-Semitism and Jews would not have been heard at this conference.

The participants confined their race discussions to the Negro-white relationship.

"National movement concepts are emotionally bankrupt among the black people."

This was one of the conclusions of Ronnie Moore, director of the National Conference of Black School Board Members sponsored by the Scholarship, Education and Defense Fund for Racial Equality. The meeting was held at Airlie House.

"We first bought integration and fought for it," he said. "We are tired. The real trend is to do whatever can be done in local communities. National concepts are only acceptable in terms of local needs.

"It will take at least 20 years to build a national movement. Movements organized at the top and moving to the bottom are dead."

Mr. Moore said that, if anything, the consensus of the people who came here for seminars and workshops was that Negro communities must retain a flexible and nondoctrinaire approach in trying to deal with their problems.

The scholarship fund, organized in 1962 by Marvin Rich, a former community relations director of CORE, had provided training programs for Negroes preparing to enter public life, the education systems and community organizations.

The fund has conducted hundreds of seminars each year across the country to provide administrative, political and negotiating skills. In 1968 the fund sponsored seminars and workshops for more than 4,900 Negroes.

Saturday

STRATEGY PLANNING

A factual case study, Change Comes to Trenton Schools in 1968, was developed to serve as background for a training exercise in strategy planning. Divided into four stages, the case-study format allowed for small-group discussion of controversial questions, decisions on strategy at varying points of a developing situation.

All groups worked together cohesively and with purpose on the task, an obvious result of having worked together up to this point in goal-setting and attitude-exploration sessions.

Summary of Exercise

The Trenton School Board's search for a new superintendent of schools came at a time when the city's high school was in deep trouble, seeking ways out of the familiar mass of interlocking problems interfering with good education. One of the two final candidates for the superintendency was a Black assistant superintendent from out of state; his opponent was a local White school administrator. The developing situation provided a highly useful instrument for probing the basic rules and skills of effective strategy-planning by Black communities across the country.

Here are the questions and tasks presented to small groups for decision and action at each of the four stages:

I. Relate Trenton to your own community.
Choose one course of action from 10 alternatives listed.

II. Do we ever use violence to accomplish needed reform?
Decide whether the high-school crisis at this point is a community-wide problem or a Black problem.

III. Do matters seem well in hand (with a Black finalist in the running)?
What further actions should the Black community take?

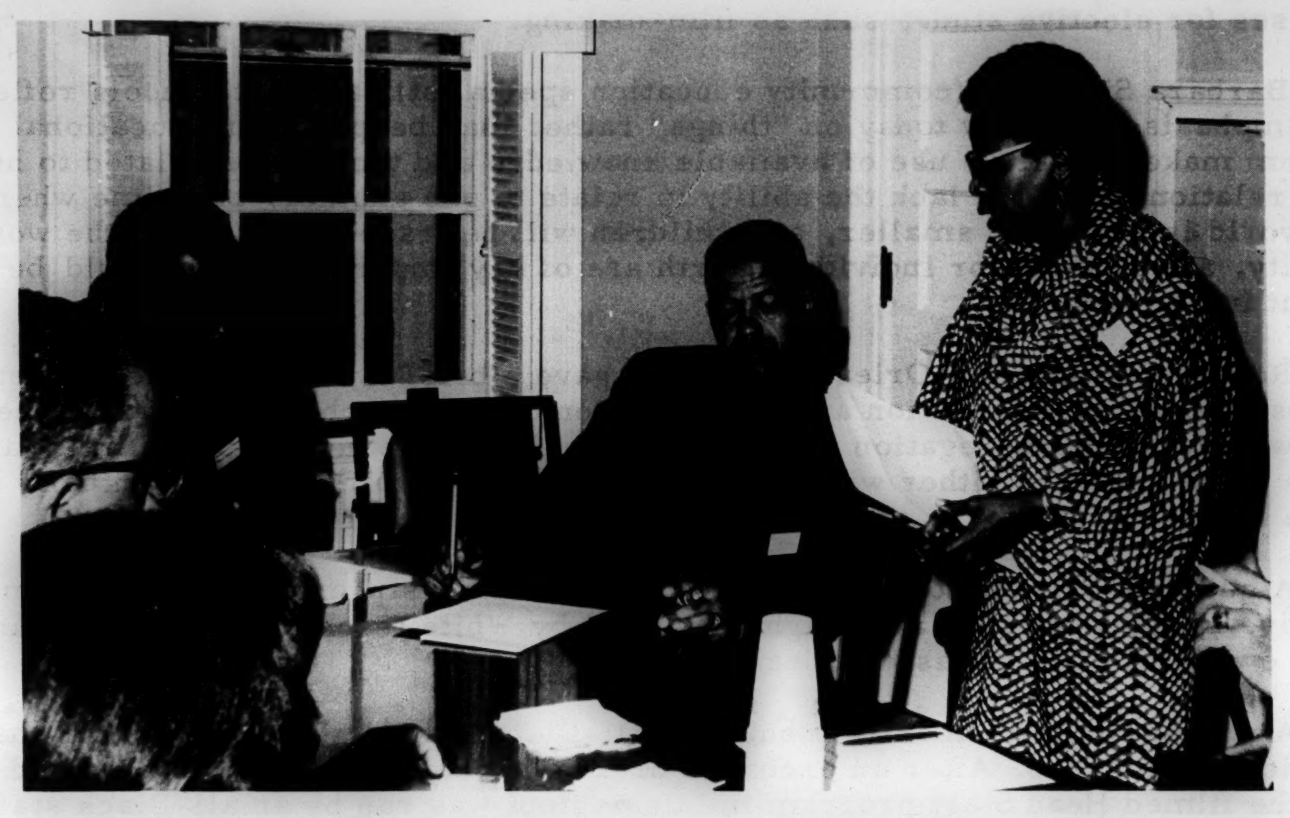
IV. How were the following tactics used in Trenton?
-- flexibility of goals
-- identification of a single objective around which Black people of sharply differing opinions can rally
-- selection of one change to be accomplished in a school system where many things need improvement
-- skillful functioning of the Black community as a pressure group
-- development of wide support for a minority-group objective

Evaluation of Exercise

Trainees were quick to relate to the back-home significance of the detailed events in Trenton, and to probe deeply into the questions raised. Strategy-planning proved of real interest and personal import to school board members. They became totally immersed and could easily have continued the full day rather than the three allotted hours.

The groups showed they had acquired a good deal of freedom and facility in dealing with structured tasks, largely as a result of having worked together in two previous small-group sessions.

The case study is useful not only for introducing the specifics of strategy-planning, but also for reinforcing skills in decision-making, problem analysis and goal-setting.



Training Director Shirley Lacy talks over the task this workshop is about to tackle. Specially designed classroom exercises helped focus discussions around specific topics in the curriculum.

Information Workshops on What We Want and How to Get It

Participants attended three information workshops, with panel presentations and discussions. Highlights of these rotating sessions follow.

1. THE EDUCATION PRODUCT

This workshop began with A Chance for Change, a film documenting a Head Start program in Durant, Mississippi, and stressing the efforts of and willingness of parents to cooperate, and learn and work to bring their children a new kind of school for a new kind of life.

The focus of the session was on the Black child himself, the basic things he should be getting in and from school.

Panelists made the following points:

Jeanne Smith (M. D. and Englewood, N. J. board member) bore down on the importance of devising ways to keep education fun: interesting as well as a learning experience. From this point of view, Head Start should be taken seriously as a useful starting point for education.

Evelyn Rich (New York City social studies teacher) pointed out that education today is fact-oriented. She suggested that it should be task-oriented, as demonstrated in the Head Start film. Other innovative suggestions for more effective teaching included: team-teaching; encouraging students to develop their own courses for elective study, such as film-making.

Barbara Simmons (community education specialist) said that schools reflect the emphasis of society today on "things" rather than people. Our educational system makes too little use of available knowledge and techniques related to human relationships. We lack the ability to relate to one another, at a time when the world is becoming smaller, and children will be travelling all over the world. Dignity, and respect for individual worth are of key importance and should be taught in our schools.

Robert Collins (New Orleans attorney) gave a brief evaluation of legal trends in desegregation, integration and consolidation of public schools. He questioned how worthwhile desegregation is in view of the fact that when supposed integration takes place, schools either wind up with a small Black minority or eventually become 100 per cent Black, as in Washington, D. C.

A question raised from the floor: "How can Black students form their own positive image when they are taught in school by White teachers, superimposing their own White culture as the ideal?"

A suggestion to deliberately build an all-Black school structure set off sharp conflict in the group. After an exchange of hostile remarks, one trainee noted that the filmed Head Start program in Mississippi was run by an all-Black staff made up of professionals and non-professionals. The children were treated and talked to in a "Mississippi gut-like atmosphere," with obviously positive results. He suggested that all communities need this kind of everyday interaction between pre-school children and adults more than they need sophisticated White teachers. Such situations can be set up with little or no money, teachers and aides serving on a volunteer basis in space donated by churches normally used only on Sundays. It will be a lot of work, the trainee concluded, but surely it is worth it. The group responded positively to this suggestion.

2. UNDERSTANDING AND MANIPULATING THE SYSTEM

Advocates of community control, including Washington, D. C. school board member, Julius Hobson, presented the belief that the only route to educating Black children was to tear down the present system. The theme of Mr. Hobson's presentation and many responses from the floor was: "Individuals within the system perpetuate a system which leads virtually to destruction of the Black child." The central assumption of this workshop -- that improvements can and should be made through understanding, working within and manipulating the educational system -- was under continual debate. The session ended with a debate over the presence of the press at this conference of Black school board officials.

T. E. Patterson of the Little Rock, Arkansas board, stressed that in his area the Black man must become part of the system, and exert pressures for changes beneficial to Black children. The key to his effectiveness is the same as Mr.

Saturday, continued

Hobson's: getting the support of the Black community for his reform efforts. Organizing Black Americans for community action was stressed.

Jean Fairfax (NAACP Legal Defense and Educational Fund) emphasized the importance of well-organized efforts to re-direct the thrust of state systems of education, in the light of the growing trend toward block grants of federal monies to states to use as they wish. Board members should recognize the enormous power states have and see how their everyday operations perpetuate segregation and unfair allotments of resources. She offered as examples of state decision-making: construction program plans, transportation regulations, curriculum and accreditation rules, use of funds to bring about equity, use of federal funds (Titles I, II, III, V). States also were responsible for impeding the implementation of school-lunch programs mandated for as long as 22 years.

Dr. Edward W. Brice (U.S. Office of Education) asked: How do we give quality education to all? Americans have proved good at handling other crises, but not at social and educational engineering. The most damaged are the children of minority groups. How do we get change in a monolithic system which can be best characterized as a vast spider web that catches you up as soon as you free yourself in one spot?

Dr. George O. Berry, board official from St. Paul, Minnesota, chats with SEDFRE President, Marvin Rich.

One way of getting change is at the legislative level. There is a need for Black lobbying for education for our children, by a group with a constituency.

It does not follow that simply because you have Black faces on a school board, you get quality education. You need a school board which knows the components of quality education, and how to formulate strategy to bring it about. This is not an easy challenge.

Samuel Simmons (at that time with the U. S. Commission on Civil Rights, currently a top official at the U. S. Department of Housing and Urban Development), suggested approaching the multiple systems by asking, "Who are the major actors?" and framing appropriate strategies to effect change at each level. He first discussed Enablers: people who provide the legislative basis or precedent for reforms. This can be through courts, or through Congressional action aimed at diverting school funds into programs focused on the needs of Black children. At the next level are the Executors: bureaucrats (Office of Education, state agencies, board members, school administrators and personnel). Day-to-day decisions at this level can subvert the accomplishments of the Enablers. Finally, there are the Facilitators (or Inhibitors): people who can either expedite or subvert what the Executors or Enablers want done. In this category fall organized teachers and parents. Organized college students are showing the way as one of the most effective change groups today.

The above way of understanding the system is the first step. The next is to deal with it, by tackling four questions:

a. What new programs or approaches will be developed by Enablers?
b. How well will they be funded?
c. What kind of regulations or guidelines will be adopted?
d. How will Executors interpret guidelines on a day-to-day basis?

3. COMMUNITY CONTROL

Two prominent practitioners served as the panel for this workshop: Kenneth W. Haskins (principal, Morgan Community School, Washington, D. C.) and David Spencer (chairman, governing board, I. S. 201 Complex, New York City). Each made a brief presentation of the responsibilities and accountability of Black board members, and the potentials of the community-control approach for effecting real changes in education in Black communities. The greater part of these workshops were spent in free-flowing question-answer and discussion stimulated by participants themselves. Following are some highlights.

Q. How can I, as a board member in a rural area, get community people to organize and involve themselves in educational decision-making?

A. Unless there is the threat of some type of action, things will not be done. The one community-control school in D. C. has shaken many people into action.

Q. Was the new D. C. Board of Education set up under pressure?

A. This new Board is not an experiment to control District schools. That would require intensive parent involvement, to relieve overcrowding, pour in more teachers and aides, help the schools do the real job they are supposed to do for the child. No one gives you control. Little by little, you begin to take it.

Q. Have there been any achievements in experimental schools? Does community control work?

A. At this point, a question asking for proof of achievement is a nasty question, unfair because the present system has been failing so miserably. Nonetheless, reading scores have risen, discipline improved, and curriculum made more relevant to Black children.

Q. Don't all small school boards have community control?

A. People equate things that aren't equal, saying, for instance, that George Wallace wants local control. White people have always controlled their schools. Now it's our turn, and we must educate our children to the utmost.

Q. Does community control necessarily mean Black control?

A. There is a White teacher on my staff I'd trade Black teachers for. As long as I am in control, anyone can work for me.

Q. What do you do to see that the community is really represented? What about those who simply don't come to meetings?

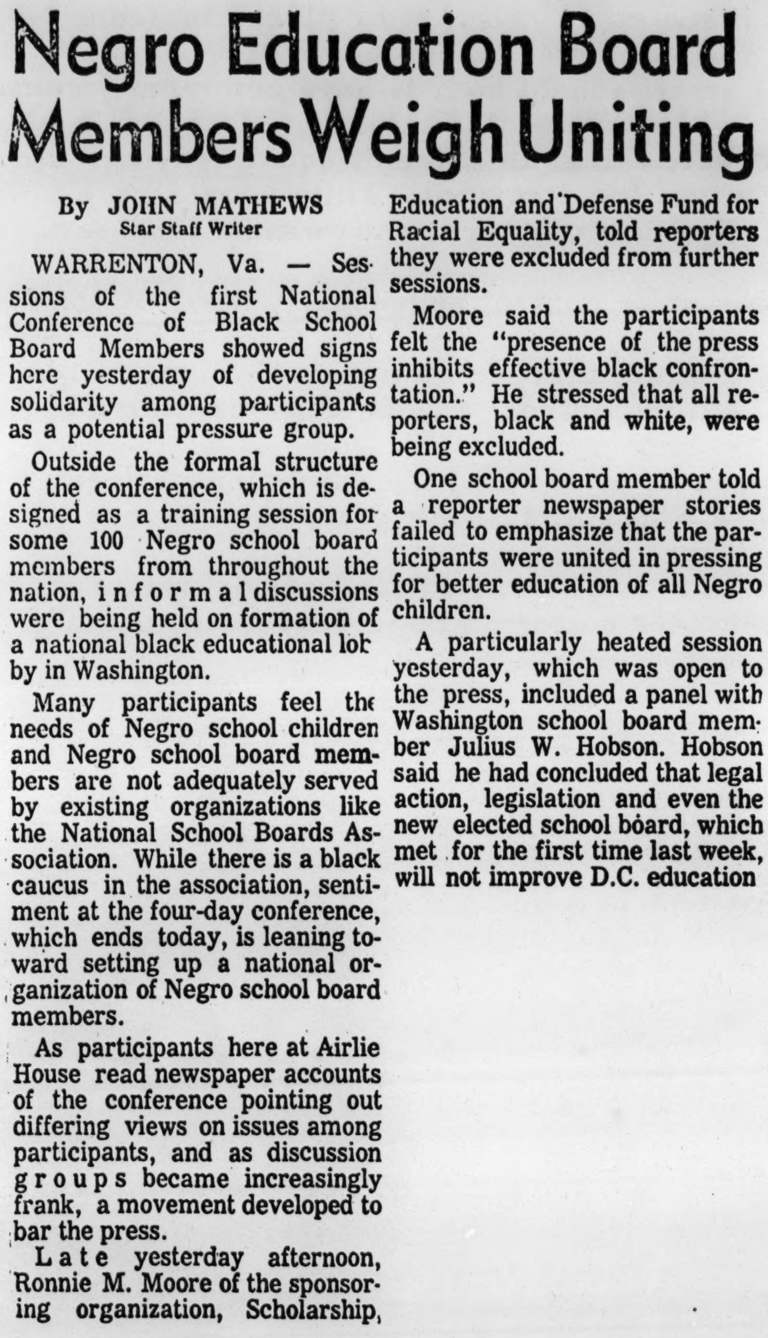
A. There must be a process of constant organization of the community, with board members acting on their responsibility to go out and get neighborhood support.

SEDFRE Staff Associate Henry G. Smith, Jr. answers some queries for follow-up workshops from William Sells of Bellport, N. Y.

SUNDAY, FEBRUARY 2

Skill Development

Washington Evening Star, 2/3/69



Negro Education Board Members Weigh Uniting

By JOHN MATHEWS
Star Staff Writer

WARRENTON, Va. — Sessions of the first National Conference of Black School Board Members showed signs here yesterday of developing solidarity among participants as a potential pressure group.

Outside the formal structure of the conference, which is designed as a training session for some 100 Negro school board members from throughout the nation, informal discussions were being held on formation of a national black educational lobby in Washington.

Many participants feel the needs of Negro school children and Negro school board members are not adequately served by existing organizations like the National School Boards Association. While there is a black caucus in the association, sentiment at the four-day conference, which ends today, is leaning toward setting up a national organization of Negro school board members.

As participants here at Airlie House read newspaper accounts of the conference pointing out differing views on issues among participants, and as discussion groups became increasingly frank, a movement developed to bar the press.

Late yesterday afternoon, Ronnie M. Moore of the sponsoring organization, Scholarship, Education and Defense Fund for Racial Equality, told reporters they were excluded from further sessions.

Moore said the participants felt the "presence of the press inhibits effective black confrontation." He stressed that all reporters, black and white, were being excluded.

One school board member told a reporter newspaper stories failed to emphasize that the participants were united in pressing for better education of all Negro children.

A particularly heated session yesterday, which was open to the press, included a panel with Washington school board member Julius W. Hobson. Hobson said he had concluded that legal action, legislation and even the new elected school board, which met for the first time last week, will not improve D.C. education

SKILL WORKSHOPS

Participants were to attend two of the following workshops. The negotiations workshop was extended to cover both time periods.

1. NEGOTIATIONS

This workshop opened with a question-answer discussion of the basic principles of negotiating. The major point stressed was the distinction between overall strategic objectives, and negotiation as one of the many tactics that can be used, with great flexibility, to achieve the desired end. Trainees were introduced to the whole basket of tactical tools: negotiating, demonstrating, legislative activity. They were able to see that there are times when it is best to concentrate on one tactic, times when one should be dropped in favor of another, times when all can be used jointly to good advantage.

Once the basic rules of negotiating were clarified, workshop participants were given a test problem. Trainers Carl Rachlin and David Helper enacted members of a school board, to whom the trainees were to present demands for more employment of black people on school construction and related jobs. One board member played a softie, the other a tough so-and-so. The two trainers moved to another part of the room and made themselves into the school board. The group remained where the workshop had been in progress, and promptly began exhibiting all the classic symptoms and problems of group action. They tried to form a committee and then develop demands. Their first problem was a division of leadership. One man attempted to filibuster them to death. After a long period, they finally were able to put together a committee and a set of demands.

The "school board," meanwhile, had gone through an act of leaving the room impatiently, and returned with a third "school-board member," Ronnie Moore, enacting the role of the middle-of-the-roader. The "board's" game was to deliberately obscure any discussion of the issues -- to see whether the group would pin the board down and make it deal with the problems. By and large the group did poorly in this regard, allowing themselves to be sidetracked easily and led into discussions that showed them vacillating and not determined enough to get concrete results.

It was decided to continue this group beyond the scheduled time because of the classic problems they were illustrating and the methods of handling them which were developing. A substantial number of people had come into the room to watch. Negotiators then went into a series of discussions, largely designed to keep the committee from getting concrete results. At the end, all the group succeeded in extracting from the board were a few promises to obey the law.

After this, a wrap-up session demonstrated precisely what had happened, with Mr. Moore in particular revealing the process of board strategy, how various group members had fallen into traps set for them, and how they might have managed to outwit the board with an equally well-planned and shrewd negotiating plan of their own.

2. COMMUNITY RELATIONS

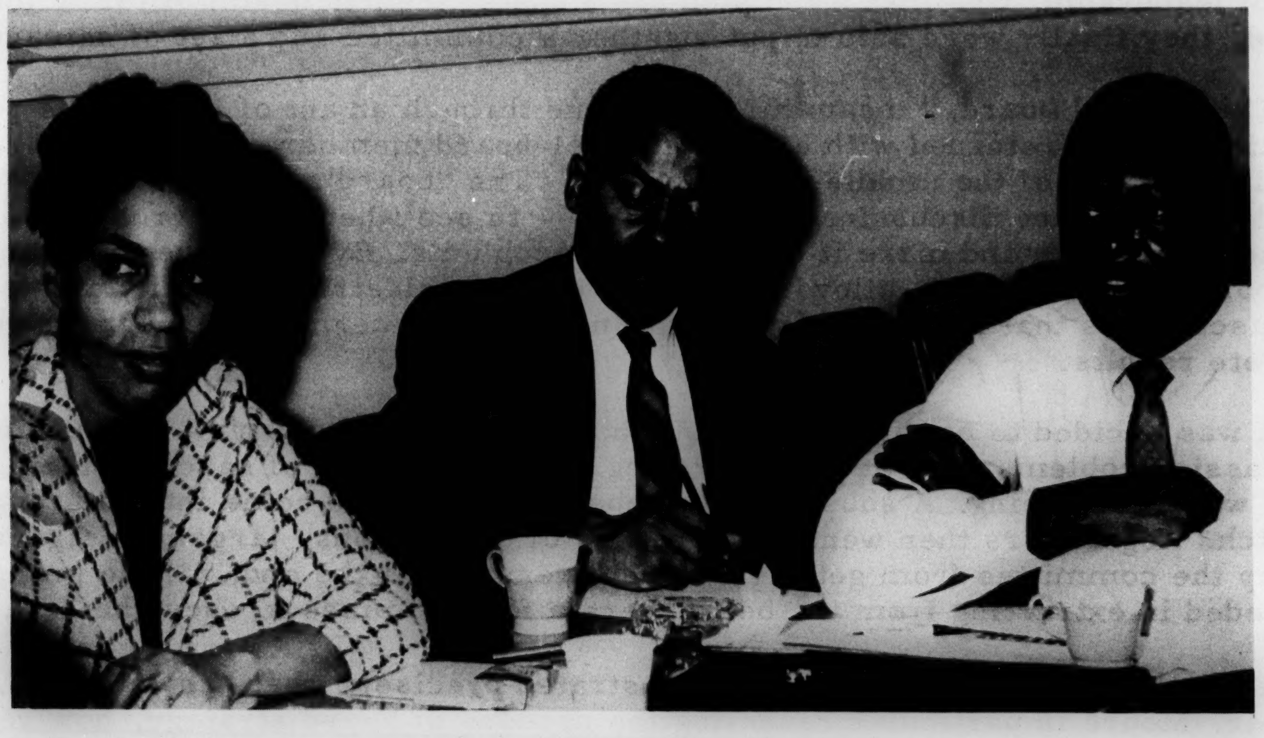
Florida Education Association Director John Lawton presented some basic rules on community organization, based on a realistic determination of who are the real leaders and what are the real needs in a community. Temple University's M. Lee Montgomery suggested several devices to help board members and other Black education leaders get their message across to the Black and total communities. These ideas included a research team, an informed information network, an advisory group. Workshop participants explored these ideas in depth for back-home use in an informal question-answer session.

3. RESEARCH

Dr. Nathan Pitts (Office of Education) recommended establishing a clearinghouse of information for Black board members, via SEDFRE. He detailed the variety of sources and resources which should be channeled to the individual board member.

Black school officials should run for more than one term, he stressed: by the second term, the board member is seasoned and vastly more effective.

The kind of information board members need was reviewed: population of district, past trends in district, predictions of future school populations; a profile of the community groups active in education in the area, private, governmental, Black, White or interracial; a thorough knowledge of pertinent laws controlling public education, local, state and federal; information on school construction, local and state sources of funds.



Samuel Simmons, Conference Steering Committee and "faculty" member, at work with New Jersey board member Georgia Southern and the Rev. George B. Brooks, a Phoenix, Arizona school official.

Basic resources available to board members from government sources were reviewed and noted by workshop participants. Efforts will be made to get for every school board member a list of every Black official in the U.S. Department of Health, Education and Welfare.

4. CAMPAIGNING

J. T. McCain and James Felder of SEDFRE staff presented the basics of how to organize a community for political action, run a successful campaign for school board membership. The stress was on unifying the Black community behind a single candidate, defining broad issues which appeal to White as well as Black voters. Workshop participants brought their individual problems to the floor for discussion and for useful pointers both from the panelists and their fellow-conferees.

Final General Session

The final session of the Conference explained SEDFRE's follow-up Technical Assistance Program and provided a clue to how the assembled board members reacted to the four-day joint endeavor. There was spirited response to a suggestion from the chair that information and skill workshops might have been more fruitful if the group had been divided into workshops of "experienced" and "less experienced" board members. Here is a sampling of the reaction.

A young New York woman, member of a local governing board, summed up her feelings and got a roar of laughter from the whole group, including herself, as she revealed how far she had moved in self-awareness -- and how far she had yet to go:

> "It has been a great experience for me. They learned from me, I from them. All have a lot to contribute. Old board members need what we've got. What they've got... well, maybe we could look at."

An older board member, from the Deep South, was also against dividing the group, even though it might well have meant more in-depth information and skill workshops. He felt he had gained tremendously from this exposure to younger people from the North: that he had been forced to listen to and understand criticisms it would have been near impossible to accept from one's own young people. He said:

> "In my area, young people simply do not participate in public education. It was most interesting to me to see such concern on the part of young men and women. The experience may help me to stimulate similar interest in our young back home."

One further wrap-up comment by an experienced board member perhaps summarizes the way many of the older school officials felt:

> "I got more out of the attitude sessions than the factual workshops. I did feel that this Conference never really resolved the basic question before it: separation versus integration. The question has not been resolved nationwide."

RECOMMENDATIONS

The following list of recommendations came out of Conference sessions, informal sessions at Airlie House among conferees, evaluations and subsequent correspondence and contacts with participants.

1. A Resource Center available to Black school board officials to help them organize and act at the state level: to analyze the financial structure of the state educational system, design a strategy and secure support for the implementation of their programs.

2. Development of a national strategy and action design for Black school board officials: to enable each to tie in and develop a suitable set of priorities in order to become effective in the local community.

3. A Communications Clearinghouse for Black school board officials. To disseminate new developments in legal, legislative and pressure programs, at the local, state and federal levels.

4. Formation of a Black education lobby, with a constituency of board members, parents, teachers, community activists, education-minded Black organizations, to press for legislative needs at the federal level.

   National front to make changes in the system.

5. Index of Black businessmen, attorneys, recommended to Black board members who wish to see Black workers, middlemen and entrepreneurs get a slice of the pie in the "school business." State-by-state lists of construction firms, electricians, plumbers, school supply companies, etc. should be compiled and kept up to date for states in which there are board members who want to press such recommendations.

6. National public school holiday: the birthday of Martin Luther King.

7. National list of Black school administrators.

8. Systematic plan of action to utilize more effectively the resources available through the departments of education: helping board members mount concentrated pressures for decisions which will send more funds to schools serving Black communities.

9. Follow-up state or regional conferences: some for school board members, some for all newly elected Negro officials.

10. Exchange of information between SEDFRE-Conference participants and NSBA Black caucus group.

11. Book on supportive services for school-board members serving Black constituencies: fact-finding, typing, reaching with materials into the Black community.

12. Training sessions for potential New York City members of local governing boards.

13. Sensitivity training for various conflict/collaboration groupings: parent-teacher encounter groups, student-board member groups, etc.

14. On curriculum development, national effort is recommended in order to deal with special problems existing in Southern states with reference to history texts. On the local level, the creation of written material in lieu of texts or as supplements should be encouraged.

15. Model curricular materials should be located and/or developed and circulated to board members. Appropriate new texts should be identified on a list of books recommended for purchase by schools revitalizing their curricula.

16. Changes should be made in state laws to permit teacher recruitment from a larger group of people. Need for the development of criteria other than written credentials was also stressed: this could mean new criteria based on performance and potential: i.e. visits to employment sites, evaluation of past performance. Also, reforms should be made to correct problems arising from great variations in state standards.

17. In-service training programs and performance critiques are essentials if new curricula are to be effectively implemented: also work in teacher-training institutes.

18. Black board members must become experts in Black history in order to: succeed in getting it into the curriculum; insure it is properly taught; oversee committees studying and programming educational change.

EVALUATION

Shelby F. Lewis, Department of Political Science, Southern University, Baton Rouge, Louisiana, found the seminar:

> ...well-planned; the staff were exceptionally cordial and helpful; the atmosphere was informal and thus conducive to open and free discussion; and the materials made available for participants was excellent.

The size of information and skill workshops was not functional: too large for meaningful exchanges, Miss Lewis felt. Although these sessions proved useful for contacts and for discovering sources of aid and consultation, they were too large and diversified to meet individual problems and needs of participants. She thus suggested, as follow-up, (a) regional, state or district workshops for Conference participants and other Black officials not at the Airlie House meeting; (b) distribution of final report of Conference to centers, colleges, newly elected or appointed school board members.

The small groups seemed too diversified, also, to realize their full potential. Miss Lewis suggested that group assignments be based on participants' (a) geographic region; (b) size of school district; (c) type of school district -- the stage of desegregation or integration of school system being the determining factor; or (d) the specific need indicated on the pre-Conference questionnaire. (Each of these alternatives had been considered, but raised problems also. The final decision was to follow the conferees' preferences, and they themselves opted for exposure to diversity over limited topical or regional groupings.)

Comments from Participants' Evaluation Forms

What were the most desirable features of the Conference?

Small workshops were far and away the most popular feature of the Conference because they opened opportunities for "interchange of experience and know-how," for "meeting and interacting with other board members," for "reinforcement of our feeling of blackness and our responsibility to the Black community as board members."

What were the least desirable features of the Conference?

The schedule was "too tightly packed and restrictive," in one participant's view; "not structured enough to allow board member concerns to be developed," in another's opinion.

Several specified as undesirable "attempts to indoctrinate school board members," or attempts by some participants to "take meetings away from the moderator and speakers assigned to the group.

In what way was the Conference worthwhile to you?

Virtually all respondents singled out the exposure to other Black board members, their divergent problems and views. Many participants stressed the new degree of awareness gained in the four days: "understand our weaknesses better...." "the meetings of minds of people all over the country." Others found more practical values: "Answered certain specific questions I had regarding my job, raised other questions, made me more militant..." "Opportunity to learn techniques being used in other areas..." "I have not taken office yet. As a newly appointed Board member never having had any connection with one, I needed help and received so much..." "Gained information in several areas not formerly known."

For whom should similar workshops and seminars be repeated?

Most participants wanted more of the same: future meetings for new and potential Black board members. Others suggested seminars for "all Black officials"; Black administrators, community organizers in education"; "all Black educators."

What comments do you have about the composition of the group attending the Conference?

"Good," replied one trainee, adding the following note: "However, effort should be made not to let any one section of the country dominate the meetings of groups."

Several comments were outspokenly critical. "Should have been restricted to school board members only." "Non-board members should have been controlled or oriented. (The New York and Washington story need to be told only once.)" "...lack of common courtesy of some participants..."

Favorable comments were "Great," "Very good," and "Everybody had something to offer (except the press)."

The greatest portion of replies did not go overboard in either direction. "A representative group for the job to be done," said one participant. "The divergence of opinion indicated an attempt to present different views," replied another, adding: "This is laudable."

What comments do you have about the speakers, resource persons, trainers?

Most speakers were rated excellent, some singled out as better than others, a few scored for their attitudes or the ways in which they presented their views. Resource persons were generally found "superb," or "most knowledgeable in their fields." Trainers were most often scored as excellent or very good, with a sprinkling of complaints about some trainers' lack of experience or professional detachment.

Other comments

> "It would have been good to have scheduled a visit to Washington since many of us have never been there. It might have been possible to contact our Congressmen ahead of time, meet with them as a group, to indicate our togetherness and solidarity and state our goals and seek their support, or at least remind them that they must represent our needs as well."
>
> "Do it again. The sensitivity phase of the program was new, informative and may I say 'shocking' but very revealing."

FOLLOW-UP: RESULTS AND PLANS

Follow-up work was requested by numerous board members, several asking for regional workshops to tackle problems of widespread concern in a particular area. Systematic handling of school-board officials' back-home problems is already underway. Specific requests for SEDFRE technical assistance have come from Board members from: Baltimore, Md.; Beaufort, S.C.; Compton, Calif.; Fort Wayne, Ind.; Islip, N.Y.; Seaside, Calif.; West Medford, Mass.; Wilmington, Del. As of this writing, SEDFRE has helped run a workshop for mental hygiene officials in Baltimore; a regional seminar for Black elected officials in Beaufort County, South Carolina; a Group-Building Laboratory for the Central Islip Community Action Center -- all direct outgrowths of Conference contacts.

Also, SEDFRE was requested to co-sponsor a Southwest Seminar for Latin Surname School Board Members -- some 100 Mexican American trainees from five states. Modeled after the Airlie House Conference, this seminar was run jointly by SEDFRE and LaRaza, an organization representing Mexican-Americans.

● APPENDIX ●

FINAL AGENDA

National Conference of Black School Board Members

Airlie House
Warrenton, Virginia

January 30 - February 2, 1969

Sponsored by the Scholarship, Education and Defense Fund for Racial Equality, Inc.
164 Madison Avenue, New York, New York 10016

Morning: Warm-up sessions
Afternoon & Night: Goal-setting

THURSDAY, January 30th

1:30 - 2:00 P. M.	General Session: setting conference goals Ronnie Moore (small group assignments)
2:00 - 3:00 P. M.	Small Group Sessions: goal-setting Purpose is to set and examine conference goals with an emphasis on defining the current problems confronting Black school board officials.
3:00 - 4:30 P. M.	General Session: slide presentation on school construction Walter Mylecraine - Assistant Commissioner for Construction Loans, U.S. Department of Health, Education and Welfare, Office of Education.
5:00 - 6:30 P. M.	Cocktails
6:30 - 7:30 P. M.	Dinner
7:30 - 8:45 P. M.	General Session Panel of Speakers - Ronnie Moore, Chairman Aaron Brown, N. Y. C. Board of Education Nils R. Douglas, Chairman, Board of Directors, SEDFRE David Spencer, Chairman, Governing Board, I. S. 201, N. Y. C. Wesley Williams, former president, Washington, D. C. Board

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Morning: Attitudes and community accountability
Afternoon & Night: Effective Black membership on school board committees

FRIDAY, January 31st

8:00 - 9:00 A. M.	Breakfast
9:00 - 9:30 A. M.	General Session: attitudes and community accountability. Film, Encounter at Kwacha House, portrays varied group of community people identifying problems and goals for action. Brief presentation on the special responsibilities of Black school board officials. Joseph Howell - Project Director, The Research Council of the Great Cities Program for School Improvement. Henry G. Smith - Chairman

9:30 - 12:30 P. M. 10:45 - Coffee	Small Group Sessions: exploring attitudes Participants will reassemble according to original small group assignments. Goal: understanding similarities and differences and exploring the dynamics of collaboration and conflict.
12:30 - 1:30 P. M.	Lunch
1:30 - 2:00 P. M.	General Session: board committees Wesley Williams - former president, Washington, D. C. School Board. Ronnie Moore - Chairman Exercise: each trainer will write on a card his personal selection of the Board Committee he would most like to serve on, and state one or two reasons why. Results will be tabulated for discussion.

Participants will alternate in attending three workshops that will run simultaneously.

2:00 - 3:30 P. M.	Workshop period #1
3:30 - 4:00 P. M.	Coffee
4:00 - 5:30 P. M.	Workshop period #2
6:30 - 7:30 P. M.	Dinner
8:00 - 9:30 P. M.	Workshop period #3

1. Personnel Committee - Session will open with a slightly off-the-topic short film: Trumpet for the Combo. Film raises a principle directly related to the basic decisions on personnel confronting school administrators and policy-makers.

   Session will focus on special responsibilities of Black school board members serving on personnel committees. Members need the ability to identify able, competent superintendents who in turn will hire the right administrators and teachers.

   Dr. William Carter - Director, Program Resources, Bureau of Educational Personnel, U.S. Office of Education

   Joshua Smith - Project Specialist - Ford Foundation

   Presiding: James L. Felder, Director, SEDFRE Technical Assistance Program

2. Finance Committee - This workshop will tackle basics, like how to read and analyze a budget, plan programs, look for new sources of financing, evaluate site selection. Will include information on legislation, federal and state, offering aid to local school districts.

   Geraldine Brooks - Fiscal Expert, Institute of Community Studies, Queens College of the City University of New York

   Ronald Briggs - District Business Officer, I. S. 201 Complex, New York City

   Dr. Sinclair Jeter - Dr. Edward W. Brice Bureau of Higher Education, U. S. Office of Education

   Presiding: Carl Rachlin, Director, SEDFRE
   Legal Department

3. Curriculum Committee - Function of committee, particularly as it relates to curriculum more relevant to Black children. Film: Bakuba - The People of the Congo is one of four in a new series called "Black Heritage" developed for use in 11th and 12th grades.

   Session will stress information to help trainees ask the right questions, and know what kind of answers to expect. Training in how to locate and tap outside resources for educational expertise.

   Dr. William Holloway - Chief, East Coast Branch, Division of Equal Educational Opportunities, U. S. Office of Education

   Edward D. Jefferies - Deputy Unit Administrator, I. S. 201 Complex, New York City

   M. Hayes Mizell - Senior Fellow in Southern and Negro History, Institute of Southern History, Johns Hopkins University

   Evelyn Rich - Classroom teacher, New York City

   Presiding: Shirley Lacy, SEDFRE Staff Associate

Morning: Case study in Black effectiveness (Trenton)
Afternoon & Night: Workshops on the educational product and the educational system

SATURDAY, February 1st

8:00 A. M. Breakfast

9:00 A.M. - 12:30 P.M.	General Session: case study and training exercise on strategic planning for needed school reform.
10:45 - Coffee	Purpose: to encourage Black school board officials and community activists to collaborate, despite differences, in order to accomplish the change of one thing in an educational system.
	Ronnie Moore
12:30 - 1:30 P.M.	Lunch

Participants will alternate in attending three workshops that will run simultaneously.

1:30 - 3:30 P.M.	Workshop period #1
3:30 - 4:00 P.M.	Coffee
4:00 - 6:00 P.M.	Workshop period #2
6:30 - 7:30 P.M.	Dinner
7:30 - 9:30 P.M.	Workshop period #3

1. The Education Product - Session about the ideal: the end product of reforms being attempted in the existing school system. Film: A Chance for Change, documents a Head Start Program in Durant, Mississippi; stress is on efforts and willingness of parents to cooperate, and learn and work to bring their children a new kind of school for a new kind of life.

   Focus of session will be on the Black child himself, the basic things he should be getting in and from school. Legal trends in desegregation, integration, consolidation. What integrated learning situations have to offer the Black child. Essentials the board member must know about new educational approaches and the limitations of older techniques.

   Panel: Robert Collins, Esq.
   Collins, Douglas and Elie
   New Orleans, Louisiana

   Jeanne Smith, M. D.
   Member Englewood, N. J. School Board

   Barbara Simmons - education consultant,
   Washington, D. C.

   Evelyn Rich

2. Understanding and Manipulating the Educational System - Information about the structure of government bodies, and the workings of school systems, both formal and informal. What are the basic reforms to be effected? Who are the major actors or enablers for these specific changes?

Panel: Dr. Edward W. Brice
Assistant to the Assistant Secretary of Education, U. S. Department of Health, Education and Welfare, Office of Education

Jean Fairfax
Director, Division of Legal Information and Community Service, NAACP Legal Defense and Educational Fund

Julius Hobson
Member, Washington, D. C. School Board

T. E. Patterson
Executive Secretary, Arkansas Teachers Association, and member, Little Rock School Board

Samuel Simmons
Director of Field Services, U. S. Commission on Civil Rights

3. Community Control - What is school decentralization? What is community control? What distinct advantages does each of these trends promise for improving the education of the Black child in the inner city? Do community people want control of their schools? Can laymen run educational systems? An attempt will be made to set the experiences of New York City's three demonstration school districts into perspective as the forerunner of a national movement.

Panel: Kenneth W. Haskins
Principal, Morgan Community School, Washington, D. C.

David Spencer
Chairman, Governing Board, I. S. 201 Complex, New York City

9:30 - 11:30 P. M. Entertainment

Black Orpheus - This colorful musical drama set in modern Rio de Janeiro retells the tragic love story of Orpheus and Eurydice. He is a Brazilian street car conductor, she a country girl fleeing the murderous anger of a rejected lover. Storm of color and rhythm goes into scenes portraying Rio's carnival.

Skill development workshops, followed by general session on follow-up and conference evaluation

SUNDAY, February 2nd

8:00 A. M. Breakfast

Participants will choose to attend two out of four skill development workshops.

9:00 - 10:15 A. M. Workshop #1

10:15 - 10:30 A. M. Coffee

10:30 - 11:45 A. M. Workshop #2

1. Negotiation - Theme of workshop will be that Black board members develop skill of negotiating at two levels: a) with school board members for Black community (or conversely with Black community for the school board); and 2) in collective bargaining with teachers.

   Carl Rachlin - Director, SEDFRE Legal Department

   David Helper - Staff Associate, SEDFRE

   Ronnie Moore

2. Community Relations - Who are you talking to and how do you best get your message across? Public speaking; functioning in a meeting; visiting teachers, students, administrators in schools; opening lines of communication into the Black community; developing a network of aides to increase two-way communication between the Black board member and the total educational establishment and White community.

   John Lawton - Field Director, Florida Education Association

   M. Lee Montgomery - Coordinator, Neighborhood Services Program, Office of Urban Affairs, Temple University, Philadelphia, Pennsylvania

3. Campaigning - How to organize the community for political action, run a successful campaign for school board membership. Unifying the Black community behind a single candidate; defining broad issues to appeal to White voters as well.

   James T. McCain - Director, Political Education, SEDFRE

   Leon Shull - National Director, Americans for Democratic Action, Washington, D. C.

4. Research - Workshop will introduce data collection, listening, intelligence-gathering. Broad distinction will be made between information-gathering activities as carried out for data available from a) Black community and b) White community.

   Dr. Nathan Pitts - Division of Assessment and Coordination, Bureau of Educational and Professional Development, U. S. Office of Education

   Barbara Simmons - Education consultant, Washington, D. C.

11:45 A. M. - 12:30 P. M. General Session: follow-up and evaluation
James Felder and Ronnie Moore, SEDFRE

12:30 - 1:30 P. M. Lunch

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*Press, and others who attended only a single session are not listed.

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Susie Waldman

MATERIALS

(Partial Listings)

Printed material pertinent to each session was specially selected or written and distributed to conferees in daily kits. In addition, resource people distributed additional materials in sessions or in lobby displays. Films are listed in the agenda.

SEDFRE MATERIALS

"African Studies Curriculum." Modified version of a syllabus for a 12th grade course on African Studies prepared by Mrs. Evelyn J. Rich for the New York City of Board of Education, Office of Curriculum. 23 pp. mimeo.

"Black Life and the Black Curriculum." Workshop background paper prepared by Dr. Jeanne Smith. 3 pp. mimeo.

Change Comes to Trenton Schools: A Study in Procedure and Strategy for Needed School Reform. 16-page pamphlet.

"The History and Development of School Boards." Background paper by Dr. Aaron Brown, January 1969. 42 pp. mimeo.

How to Raise Money for Community Action. 23-page pamphlet.

Negotiation: A Tool for Change. 18-page pamphlet.

"The Meaning of Community Control." Written by Preston R. Wilcox, reproduced by SEDFRE. 6 pp. mimeo.

A New Program to Assist Newly Elected Negro Officials. 6-page brochure.

"Parents Look at Their Children's Schoolbooks: A Model Community Survey of Textbooks Used in an Elementary School." Prepared by a Select Committee of the Cadwalader Parent Teacher's Association, reprinted by SEDFRE. 11 pp. mimeo.

Political Strength -- How to Get It. 22-page pamphlet.

Public Relations: How to Use It. 20-page pamphlet.

"State School Board Association Resource Material for School Board Members." A bibliography. 4 pp. mimeo.

"The Track System, Malperformance and Teacher Expectations: A Bibliography." Prepared by Nancy Mamis and Preston R. Wilcox, Committee for Education, and reproduced by SEDFRE. 4 pp. mimeo.

"Trainer's Guide for Change Comes to Trenton Schools." 10 pp. mimeo.

BOOKS (Purchased and distributed by SEDFRE)

Black Pride, by Don L. Lee. Verse. Broadside Press, Detroit, 36 pp.

A Guide for School Board Members, by Gloria Dapper and Barbara Carter. Follett. 169 pp.

State School Finance Laws Handbook. National School Boards Association. 68 pp.

Teachers' Guide to American Negro History, by William Loren Katz. Quadrangle Paperback Original. 192 pp.

GOVERNMENT MATERIALS

Educational Parks. U.S. Commission on Civil Rights, Clearinghouse Publication No. 9. 104 pp.

Fact Book, Office of Education Programs. June 1968. 95 pp.

The Federal Role in School Desegregation in Selected Virginia Districts. U.S. Commission on Civil Rights, Sept. 1968. 45 pp.

"The One-Room Schoolhouse and How It Grew." Reprinted from American Education. Office of Education. May 1967. 8 pp.

Process of Change: The Story of School Desegregation in Syracuse, New York. U.S. Commission on Civil Rights, Clearinghouse Publication No. 12, 28 pp.

"Projections of Public School Facilities Needs." Reprinted from Congressional Record, July 18, 1968, Vol. 11a, No. 124. 8 pp.

Reinforcing the Role of States in Education. Office of Education. 71 pp.

Schools CAN Be Desegregated. U.S. Commission on Civil Rights. 16 pp.

State Programs for Public School Support. U.S. Department of HEW, Office of Education. 113 pp.

Title I / Year II. Office of Education. 132 pp.

"Urban Design-Athon." Reprinted from November 1968 American Education. U.S. Dept. HEW, Office of Education. 3 pp.

"Urban Education." Reprinted from American Education, November 1968. Office of Education.

School Bd

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

OFFICE OF THE SECRETARY

Suzy Waldman

RECEIVED

FEB 6 1968

SEDF

FEB 5 1968

Dear Mr. Rich:

I thought you would be interested in the enclosed remarks by Harold Howe II, U.S. Commissioner of Education, before a forum of the Jewish Community Center, Cincinnati, Ohio, December 6, 1967.

Sincerely yours,

Harold B. Williams

Harold B. Williams
Assistant Director
Office for Civil Rights

Mr. Marvin Rich
Executive Secretary
Scholarship, Education and Defense
Fund for Race Equality
150 Nassau Street, Room 1701
New York, New York 10038

Enclosure

A NEW FOCUS FOR SCHOOL DESEGREGATION*

An Address by Harold Howe II
U.S. Commissioner of Education
Department of Health, Education, and Welfare

The segregated classroom is an old and familiar scar in American education--so familiar as to have won a kind of shame-faced acceptance in even our most progressive communities. In the South, for decade upon decade the Negro has been confined by law to the inferior education offered under the dual school system. In the informally but nonetheless effectively segregated schools of the North, his plight has carefully been ignored.

Racial isolation still persists. The dual school system may gradually be disappearing in the South, but most Southern Negroes continue to go to school only with other Negroes. The de facto or neighborhood segregation of the North still separates fellow Americans of different colors. Nevertheless, significant change has occurred within recent years.

The change is that today it is a rare school board that does not have this matter on its agenda, that does not at least acknowledge that the average American Negro is not receiving an average American education. Segregated education remains a desperately troublesome problem, but no longer is it kept under the table. That is no small accomplishment, possibly signalling a new direction of unprecedented significance in American education.

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*Before a Forum of the Jewish Community Center, at the Jewish Community Center Auditorium, Cincinnati, Ohio, on Wednesday, December 6, 1967, at 8:30 p.m.

Much of the impetus for this development has been stimulated by the character and spirit of the programs which Congress has called upon the Office of Education to administer. I am not referring here to that section of the Civil Rights Act of 1964--Title VI--under which the States and local school districts are impelled toward desegregating their schools by the threat of being denied Federal funds.

More affirmatively and creatively--and in my opinion more effectively--the drive against segregated schools is gathering strength because school boards and school administrators are capitalizing on the array of Federal programs directly aimed at helping the schools serve their students better. During the past three years no less than 38 major education bills have been enacted into law by Congress--bills that have given our schools and colleges new leverage to move against old, ingrained problems: segregation not the ~~least among them.~~

For us in the Office of Education as well as for the State and local school authorities who are carrying them out it has been an exciting experience to participate in the launching of these programs. We have been part of what one observer described as the beginning of "an educational revolution." We have seen school systems across the country determine that segregated education is suspect education, for black students and white students alike, and therefore deserving of priority attention.

And so at last the battle against racial isolation in the schools has been joined where it *must* be joined--at the State and local levels.

If there is going to be real change in the racial arrangements and attitudes of the public schools of America, it is going to come not as a result of Federal pressures alone but as a result of State and local initiative. Some States and some communities have already accepted responsibility in this area; and particularly in those States where the State Board of Education has taken the leadership in developing a positive program, significant progress is being achieved.

In California, for example, the State Board of Education has declared that "primarily because of patterns of residential segregation, some of our schools are becoming racially segregated in fact, and this challenge to equality of educational opportunity must be met with the full thrust of our legal authority and moral leadership. We fully recognize (the Board's statement continues) that there are many social and economic forces at play which tend to facilitate de facto racial segregation, over which we have no control, but in all areas under our control or subject to our influence, the policy of elimination of existing segregation and curbing any tendency toward its growth must be given serious and thoughtful consideration by all persons involved at all levels."

Further, California changed its Administrative Code to establish a policy under which persons or agencies responsible for pupil assignment are called upon to exert every effort to eliminate segregation and to avoid the establishment of attendance areas which in practical effect discriminate or maintain segregated attendance patterns. The California legislature, in response to a request by the State Board, appropriated funds to establish a commission in the State Department of Education which advises and assists school districts having pupil distribution problems.

In New Jersey the Commissioner of Education has on several occasions exercised his authority under State law to require school districts to file specific desegregation plans. When this authority was tested in a lawsuit, Justice Nathan Jacobs of the State Supreme Court said in the majority opinion: "In a society such as ours it is not enough that the 3 R's are being taught properly, for there are other vital considerations. The children must learn to respect and live with one another in multi-racial communities, and the earlier they do so the better."

In the State of New York, a similar point of view was expressed by Commissioner of Education James Allen in a memorandum to local school administrators that said: "Residential patterns and other factors may present serious obstacles to the attainment of racially balanced schools, but this does not release the school authorities of their responsibility for doing everything within their power, consistent with the principles of sound education, to achieve an equitable balance."

That responsibility for achieving "an equitable balance" is being exercised at the local level in communities in many sections of the Nation. Rochester, Waterbury, and Hartford, for example, have experimented on a small scale with arrangements to exchange students with nearby suburban communities; and Newark and Grand Rapids are planning similar efforts. Evanston, itself a suburb but one with a Negro population of its own, has achieved integration--with the assistance of a computer--by redrawing its attendance boundary lines so as to eliminate all-Negro or all-white schools. Berkeley has moved in the same direction by re-casting its grade school structure as a preliminary to developing a large-scale student exchange plan.

Clearly, then, State and local education authorities not only have the segregation problem on their agenda, but in several sections of the country they have begun to take action. As I point with admiration to what some States and localities have done, I have to say in order to keep an honest perspective that these examples are exceptions rather than the rule. In most States and localities there is a high degree of concern but little positive action.

The challenge at this juncture is that of building momentum. The job will be a long, long time in the accomplishment. There will be setbacks and controversy and the temptation--perhaps the growing temptation--to throw up one's hands and walk away from the struggle.

It will be easy, in such a time, to wander down side streets. One of these side streets is the continuing debate over whether we should devote all our efforts to providing compensatory education--using the schools to make up for the disadvantages that children of poverty and children under the shadow of prejudice bring to the classroom--or whether we should concentrate solely on rearranging schools and students and teachers so as to achieve integration. Both of these courses are necessary, and I can see no reason why we should lock ourselves into a choice between one or the other. These two alternatives are not mutually exclusive. We must strive for integration and for improved educational services at the same time.

I grow increasingly impatient with those who hold out for an approach that adds up to a new era of separate but equal education in our northern cities. On the surface it may sound quite practical and forward looking to say that one is for integration in the long run but that the only thing to do now is to improve education for the minorities and the poor in the central city, even if they remain segregated.

Those who say this need to be honest with themselves. They need to recognize that what they are saying is that this country can combine quality education with economic and racial segregation. In doing so, they have offered to all those who openly or covertly want to avoid facing the social revolution of our times a convenient way to get the prickly matter of segregation off their consciences.

Too frequently and too easily we assume that building quality education into our segregated central city schools is a manageable task but that planning for and developing integration is somehow unmanageable and therefore impossible. I know of no evidence which indicates that one approach is more viable than the other. It seems to me that the facts are different for every city--different because the proportions of poor and minority group people are different, because attitudes and historical influences are different, and because political and leadership elements differ markedly.

I would go further and say that we are just as perplexed and unsure about how to bring about effective compensatory education as we are about how to desegregate our schools in the central city. We suppose that starting education earlier, bringing children who are three or four years old into the schools, may be part of the answer. We find some hope in trying to enlist the parent in the affairs of the school. We consider new and different systems of school organization and of teaching and learning in an almost frantic search for the magic combination of new techniques and changed environmental influences which will somehow make successful in the schools a group of children with whom the schools are clearly all too unsuccessful now. It is important that we pursue these possibilities for making education serve the children of the poor. But as we do so it is important also that we keep the options open, that we accept no nostrums, and that we confront our failures and partial successes honestly.

The same can be said of the possibilities for school desegregation. A great variety of solutions has been suggested--ranging from school district reorganization (to include suburbs with cities, as advocated by the chairman of the Philadelphia School Board) to constructing special science or art facilities on the fringes of the city for use by both city and suburbs. Open enrollment, planned transfer of pupils, schools that serve broad areas of a city for special purposes, and a variety of other suggestions are being debated and explored. Here, also, it is important not to close down the options. There is a great deal we don't know and very little that we do. Emotion runs high about such matters as the sanctity and significance of the neighborhood school. We could do with considerably less emotion and considerably more disciplined examination of the choices we have. We also need to be realistic about the limitations on those choices. There is good reason to doubt whether the schools alone control the elements which can bring fully integrated education to a major city like Chicago. But the schools must use the limited leverage they have in order to get assistance from noneducational agencies such as city planners and political authorities.

We need to keep constantly before us a point which frequently gets lost in all the argument and counterargument about the academic advantages of integrated education. It is that the primary reason to get rid of segregated schools is not to bring about improvement in reading, writing, and arithmetic. Although such improvement will almost certainly result from desegregation, through giving Negro youngsters access to the better teachers now monopolized by the whites and through providing Negro youngsters with examples of success in their schools, I still say that learning improvement is only a secondary reason for keeping integration on the agenda of our Boards of education.

The basic reason for integration of the schools is the same as the reason for equality in voting rights, for equal access to public accommodations regardless of race, for employment opportunity without regard to race, religion, or national origin, and for open housing. It is plainly and simply that segregation is un-American. It reflects the worst in our tradition rather than the noblest. In allowing segregation to continue without continued efforts on all fronts--schools, housing, and employment--to break it down, we endanger the future of our society, and we increase the possibility of reproducing South Africa in the United States without admitting it to ourselves.

We find ourselves in a time of frustration and disarray among those who five years ago were marching to new victories on behalf of Negro Americans. Five years ago the civil rights movement was strong and relatively unified. Confidence and courage flowed from the traditions of Birmingham and The March on Washington. Whites and Negroes were working together for the common end of a single society. The great Civil Rights Act of 1964 was impending.

Today we are in a totally different position. Revolt in our cities has frightened many people who want equal rights for all but who want even more to avoid trouble and sacrifice. A new super-militancy has emerged as an offshoot of the civil rights movement, paradoxically directed to separatism for Negroes in order to achieve their rights. The extremists of the Black Power group advocate force and violence in a society which has built into it the means for social revolution without the use of force and violence.

I would like to suggest that the frustrations we confront today should not surprise us. They are typical of any major social change. A movement for altering the position of 20 million Americans just cannot be expected to be orderly and pleasant and planned. It is bound to develop unconstructive and even violent offshoots. It is certain to breed disillusionment among those supporters who were theoretically convinced but unwilling to get involved.

At this state of our history our greatest need is to maintain the central commitment to a single society which so clearly characterized the civil rights movement from 1954 until about two years ago. In the schools this commitment means that it is important for all American children to encounter all of America when they go to school--not just that part of America which has been segregated in one fashion or another to produce a segregated school.

And so the choice is not a simple one between integration or compensatory education. It is clear to anyone dealing with the problems of urban education that we need both, and we will continue to need both for a very long time. We may not integrate schools in cities like Washington, D.C., with a pupil population that is 93 percent Negro, for some time, but the school boards of such cities face numerous decisions each year with implications for the integration issue. As a school moves toward integration we need compensatory programs--not just for our Negro youngsters, but for a great many white children of poverty. We may have to introduce special programs into schools full of Negro youngsters, but we cannot allow these programs to diminish our effort toward integration.

We have been down this road before in our history, with the succession of foreign-born persons who have come to our shores--the waves of Germans and Italians and Jews and Orientals and others who have at one time or another constituted a minority group and have suffered poverty and the discrimination that characteristically seems to accompany that status. To a large degree, members of these groups have fought their way into the mainstream of American society, and it is easy to demand that the Negro--and the Puerto Rican and the Mexican-American--now do the same.

The situations are simply not comparable. To identify the plight of Negroes with that of other minority groups can be "misleading and dangerous," as the Civil Rights Commission has pointed out in a report released late last month. For one thing, as the Commission notes, "Negroes are not recent immigrants to our shores, but Americans of long standing." It is not that the Negro has failed to make an effort. It is that by and large, his efforts have been rejected.

Moreover, new and difficult conditions confront the Negro's current struggle for emergence into American society as that society undergoes rapid and far-reaching change. There is less and less opportunity for the willing laborer, the small businessman, the skilled craftsman. Technology is revolutionizing the job market. In another decade we will see employment advertisements for occupations we have not yet heard of. At that time, as now, the prerequisite for a good job will be a good education. And so the plight of the Negro American comes full circle. Short-changed educationally--as he is now, always has been, and will continue to be unless something is done about it--the Negro is short-changed in his opportunity to share in the benefits of the American society and make his full contribution to its strength and progress.

This waste is the concern of all of us, no matter what our race or color. It isn't just the black man's business to worry about the loss of his talents to this country or this city. It is the business of every one of us.

Cincinnati, as some of you may know, is one of my adopted home towns, and I know that Cincinnati has a great tradition of active public service by its citizens. It has been a model of good government for other cities, and it has a strong tradition of supporting its public schools even though it has experienced some reverses in recent years.

It may seem baffling that a city possessing these great elements of strength has nevertheless been confronted by more problems than many cities that have made no comparable effort. Similar puzzles are presented by New Haven, which has acted imaginatively and productively to redo its central city; Detroit, with its high per capita income and low unemployment level; and by other forward-looking cities--all apparently reaping no reward for their foresight and good government.

The explanation for these paradoxes would seem to lie in large part in rising expectations and growing determination by the Negro residents of Cincinnati and New Haven and Detroit--qualities which in the long run will make these communities stronger, more vigorous, more cohesive, and more productive. Just as desegregation is now on education's agenda, so is education now on the Negro's agenda. And the disturbances that have wracked even our most forward-looking communities may demonstrate also that the traditional defenses against civic problems--conducted within traditional limitations--are simply not adequate. We will have to reach for a level of concern and expenditure a good deal beyond what we are accustomed to if we are to solve these problems; we will have to reach a level of cooperation between agencies in a city and among the city and the State and Federal Government that goes far beyond anything we have yet achieved. We will have to have a new magnitude of involvement of citizens and of city leadership.

Here in Cincinnati you have had the particularly frustrating experience of having a high degree of integration in a number of your schools and yet having these schools explode into disorder. Such incidents seem to deny the value of racial cooperation and integration. What can any of us say to the Negro or white parent whose child has been frightened or threatened or even physically hurt? Neither rational explanation nor idealistic exhortation is likely to satisfy. What we adults have to accept is that children will sometimes be both the heroes and the victims of the changes which are underway. We need to do all we can to protect them, but from time to time we shall fail.

I suspect it does not particularly matter what the mechanics of a school district's approach to racial isolation might be--the decentralization plan for New York City appears to be the opposite of Justice Wright's proposal for Washington, D.C. (one would enlarge the school system and cross the political jurisdictions; the other would narrow the system and create smaller jurisdictions). In either case--in almost any case you care to name--the obvious virtue of these new plans, whatever their specific form, is that they are aimed at bringing about constructive change. When something is going on--when a city is vital and vigorous--such change can occur. And it must occur if we are to honor our commitments to all our citizens and to achieve the unique potential of the American society.

We cannot lightly set our sights on these objectives, for their attainment will test this Nation as severely as it has ever been tested before. For a time, at least, we may encounter failure as often as success. There will be bitter, unpleasant experiences for every one of us, black and white alike.

But the most important consideration is that the drive for equal educational opportunity has entered a critical phase. Today it is at last being waged in the only places and in the only way that can determine the ultimate outcome--in the States and local communities and at State and local initiative. Theory and principle are giving way to action. Having put desegregation on their agenda, the schools now and in the years ahead will be at the center of our social revolution. They will be there over the issue of who goes to school with whom, and they will be there also as the arbiters of who achieves success in a society which requires success in education in order to participate and to enjoy freedom.

# # #

School, Board officers
Negro principals
Education Association
P.T.A.

MEMORANDUM

February 6, 1968

TO: Ronnie Moore MR

FROM: Marvin Rich

SUBJECT: SBS

In December, 1967, Harold Howe, II U.S. Commissioner of Education, HEW made a speech in Cincinnati, Ohio. In part he said, "during the past three years no less than 38 major education bills have been enacted into law by Congress--bills that have given our schools and colleges new leverages to move against old, ingrained problems; segregation not the least among them."

It seems to me that this quotation might be appropriately and effectively used in the rationale for the School Board Seminar.

① Two year program
② Regions
③

ATA

ARKANSAS TEACHERS ASSOCIATION

TELEPHONE FR 5-2321 • AREA CODE 501 • 1306 WRIGHT AVENUE • LITTLE ROCK, ARKANSAS 72206

T. E. Patterson
Executive Secretary

March 12, 1968

Mr. Ronnie Moore, Director
Leadership Development, SEDFRE
150 Nassau Street
New York, N. Y. 10038

Dear Ronnie:

I never did tell you that the School Board Seminar at the Airlie House was one of the most constructive and timely that I have ever attended. The difficulty with conferences is the transplanting of the ideas in the local community.

Therefore, I would like to request your assistance in developing a Citizenship Education and Voter Registration program in each of our County Teachers Associations around the theme - Teacher-In-Politics (T-I-P).

We are having District meetings on each of the following dates - April 5, 6, 8, 9, and 10. We will discuss only two areas in each of the meetings - Protection of the Negro Teacher in School Integration and The Teacher-In-Politics.

If at all possible, we would appreciate you serving as a consultant for the Citizenship Education and Voter Registration group.

If you could meet with us, you could ascertain the feasibility of assisting us to obtain a grant under SEDFRE for a state wide project.

Please give our invitation your kindest consideration.

Sincerely yours,

T E Patterson

TEP/b

T. E. Patterson,
Executive Secretary

Marv -
Pls answer letter for RMM
and send booklet.

MEMORANDUM

March 13, 1968

TO: Nils Douglas
Andrew Norman

FROM: Marvin Rich

SUBJECT: Meeting with Dr. Edward Brice in Washington, D.C.

Hank Smith and I met with Dr. Edward Brice, Assistant to the Assistant Secretary, Office of Education, U.S. Department of Health, Education and Welfare (HEW) on Tuesday, March 12th from 12:00 to 12:45 and again from 5:00 to 6:45 to discuss plans for the School Board Seminar this coming year. Dr. Brice was most helpful in planning the Seminar last year.

He indicated that he had had good feedback from the Seminar last year, that there had been a considerable number of requests for assistance of the Office of Education from local school board members who participated. He indicated that he agreed with the majority of the participants who had recommended a national school board seminar bringing together Negro school board members from the north and south. He indicated that this might then be followed by regional seminars. He indicated that the level of participation in a national seminar might be somewhat higher and that he felt as we did that the scope could be somewhat broadened to include leaders of PTA's, teachers organizations and other groups with whom the school board members will have dealings. Dr. Brice offered to be of assistance in securing the participation of such leaders.

We discussed possible sites ranging from Tuskegee to Arden House, but tended to agree that Airlie House was probably the best site for such a conference. We agreed, I believe, to work toward a September date.

One of the criticisms he made of the last seminar was the lack of special prepared supportive materials. He indicated that he would welcome a proposal from SEDFRE to prepare for such a seminar ranging from $7500 to $25,000. Such a proposal would be developmental, preparatory to the conference itself. It might include temporary staff, material consultants fee and field travel.

Dr. Brice indicated that he had conferred with the Assistant Secretary for Education after our first meeting and before our second. Thus, I believe that such a developmental proposal is realistic.

cc: Ronnie Moore
Hank Smith

March 20, 1968

Mr. T. E. Patterson
Executive Secretary
Arkansas Teachers Association
1306 Wright Avenue
Little Rock, Arkansas 72206

Dear Mr. Patterson:

I have asked James T. McCain our specialist in voter registration and citizenship education to attend your meetings on April 5th through 10th. I think he may be of assistance, both immediately and in developing programs for the rest of the year. We would like to develop a close working relationship with the Arkansas Teachers Association.

Ronnie is now in Washington and will shortly be in Louisiana. I am sure he will be in touch with you about appropriate follow-up activity.

I would like to invite you to serve on the Planning Committee for the national School Board Seminar which was requested at Airlie House. Your knowledge and intimate experience with the problems in the field would be invaluable.

Sincerely yours,

Marvin Rich
Executive Director

cc: James T. McCain
Ronnie Moore
bcc: Carl Rachlin

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
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164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

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add
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of Trng

what is
curriculum

concentrate on
materials
Final Report

Plan
curriculum

March 29, 1968

TO: Dr. Edward Brice
Assistant to the Assistant Secretary
Office of the Secretary
U.S. Department of Health, Education and Welfare
Washington, D.C.

FROM: Marvin Rich
Executive Director
Scholarship, Education & Defense Fund for Racial Equality, Inc.
164 Madison Avenue
New York, N.Y. 10016

PROBLEM: To develop the Skills and Effectiveness of Newly Elected Negro Members of School Boards

SUBJECT: A Proposal to Engage in a Three-month Period of Planning for a Projected 1968 National Conference of School Board Members Serving City and Rural Communities, North and South

Summary Description of Projected Training Conference ~~to Be Planned~~

A direct outgrowth of an August 1967 School Board Seminar which trained 35 newly elected members of South school boards, this ten ~~four~~-day meeting will bring a maximum of 200 participants, most of them inexperienced members of local school boards, to the Airlie House conference center in Warrenton, Virginia, in September 1968.

In addition to skill development, this Conference will try to start some communication between school board members and other participants drawn from three primary groups with which school board officials have dealings. Thus a fraction of the conferees will not be school board members, but selected leaders of a) parent associations, b) teacher organizations, and c) school principals or administrators who have direct control over schools in city slums or rural Negro districts. The planned curriculum includes discussion of controversial issues of current importance

Contributions are deductible for income tax purposes

▪ *president;* Andrew E. Norman ▪ *vice presidents;* William S. Ellis, Nannette Sachs ▪ *secretary;* Ezra Levin ▪ *treasurer;* Shelley Appleton ▪ *executive director;* Marvin Rich ▪ *leadership development director;* Ronnie M. Moore ▪ *legal director;* Carl Rachlin ▪ *BOARD OF DIRECTORS;* Nils R. Douglas, *chairman* ▪ Robert Ausnit ▪ James Baldwin ▪ Katrina McCormick Barnes ▪ Canon James P. Breeden ▪ Robert Curvin ▪ Charlotte Devree ▪ Robert F. Drinan, S. J. ▪ John Henry Faulk ▪ Michael O. Finkelstein ▪ Doris Freedman ▪ Dr. Edward L. Gibson ▪ James T. Harris ▪ Claude Heckscher ▪ Norman Hill ▪ Clarence B. Jones ▪ Dr. Archie Lacey ▪ Joann List Levinson ▪ Leon Modeste ▪ Henry Morgenthau, III ▪ Dr. William Stuart Nelson ▪ Richard J. Schwartz ▪ Elaine Slater ▪ Norman Thomas ▪ Rowland Watts ▪ Pearl L. Willen

490

in public education, both North and South, with evaluations to be reached through analyzing factual case histories.

Background case studies and instructive literature for minority-group school board members will be specially prepared in advance of the Conference. Extensive channels for follow-up training will be set up so the Conference can lead participants from all over the country directly into a program of continuing, on-the-job technical assistance.

BACKGROUND: The Scholarship, Education and Defense Fund for Racial Equality, Inc. (SEDFRE) was organized in 1962 to assist local community organizations and civil rights groups. SEDFRE trains local leaders to deal effectively with local problems, ranging from voting rights and improved schools to street lights and paved streets. Working at the grass-roots level to bring about social change, SEDFRE has met local requests with a variety of concrete training programs to help Negroes assume roles of responsibility in their communities. During 1967, SEDFRE seminars and workshops involved some 2,300 citizen-leaders from more than 50 communities in six Southern and five Northern states.

The August 1967 School Board Seminar sponsored by SEDFRE pioneered an unprecedented and promising approach to current school problems. This four-day seminar trained 35 Southern Negro school board members -- inexperienced but highly able men and women among the first 59 to be elected to such posts in 17 Southern and border states. University educators, government specialists, legal experts and a staff skilled in leadership training met with this group in an intensive effort to supply what participants had indicated they lacked to master their jobs. An agenda based on a pre-Seminar survey included: the history and development of school boards in the United States; problems facing Southern school boards; responsibilities of Negro school boards; the specifics of Federal programs of assistance, of program planning and budgeting systems for local school districts; techniques of fiscal management; teaching programs and teacher evaluation. One specific outcome: since September, a considerable number of requests have been directed to the Office of Education in Washington by school board members who had participated. Also, the Arkansas Council on Human Relations followed through with a statewide seminar for Negro school board members.

Participants, staff and outside consultants evaluated the School Board Seminar as a crucial first step toward what must come next: a broader, improved effort to reach more of the almost 200 Negroes now serving on school boards throughout the nation. Thus SEDFRE committed itself to sponsor the National Conference summarized above.

PLANNING PROPOSAL: A period of three months is needed to plan and prepare for a nation-wide Conference of School Board Members, carefully designed around the ascertained needs of the men and women who will be participating. Following are five essential elements of planning which must be accomplished:

1. Planning Committee. SEDFRE will set up a broadly based committee of seven to nine: appropriate government officials with special expertise in educational public programs and with broad con-

tacts among school board members and parent associations; one or two members of school boards; one or two outside education consultants. This Committee will plan the conference in a series of three two-day meetings held once during each month of the planning period. One important function of this Committee will be to develop a selection process. Thoughtful selection of non-school-board-member participants is vital a) to insure broad community representation at the Conference and b) to maximize the opportunity for a well-balanced examination of current issues. The advice of the Committee will also be sought to help select and secure the Conference faculty--including experienced school board members and government officials who can use the first-hand, case-history method of teaching which has proved so singularly effective in earlier workshops.

Nat'l School Bds Assn
Nat'l PTA's
Bob Ogletree, Ky
U of Ky
college of Ed

2. Surveys and Curriculum Research. Special questionnaires and field visits to potential conferees are required to determine the actual needs of participants, and the precise situations of the schools which these men and women serve. Conference curriculum will depend on the results of this preliminary research. Factual material must also be assembled to develop constructive Conference discussion of two central issues in public education today: a) decentralization and community involvement in local schools in the North; and b) community participation in school planning and administration in the South.

Forms
interview guidesheets

Curriculum
U of Wisconsin
Local School
Boards

3. Materials. The School Board Seminar relied for supportive literature on available printed materials. What was really needed here was take-home literature dealing specifically with the problems faced by Negroes newly elected to rural school boards. No such brochures, guidelines or handbooks exist, nor do any similar guides for minority-group members of boards serving city slum schools. For this Conference, SEDFRE would like to develop materials to fill this gap. In addition, staff also plans to draft materials to help clarify the developing dialogue over decentralization and community participation. SEDFRE plans to prepare appropriate case-study materials as background for Conference discussions.

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4. Procedures. During the planning period, SEDFRE will develop a set of model conference procedures designed to encourage full participation by all. In addition to insuring an effective Conference in September, this effort should make it possible for others to understand and use the processes which foster successful group training.

5. Follow-Up. During the planning period, SEDFRE will create machinery for continuing technical assistance to participants after the Conference. The four days must be designed to lead directly into an on-going process of on-the-job- training. It is anticipated that a resource person will be available in each participating school board member's state or region to work with him individually on problems which arise on the job.

To carry out the five tasks outlined above, SEDFRE will need special funding to underwrite a) travel expenses for three two-day Planning Committee meetings; and b) the following staff, working under the supervision of SEDFRE's Executive Director and Leadership Development Director:

1 staff associate assigned directly to the project

2 consultants (30 days each): one to carry out survey and field research; one to draft take-home materials for school board members, case histories to serve as background for discussion of current issues in public education.

1 full-time secretary

part-time clerical help

Attached: Budget of Anticipated Costs
Background Information
Reprints of New York Times reports on School Board Seminar

BUDGET OF ANTICIPATED COSTS

Consultants (Field Survey and Materials Development) (2)	$6,360
Planning Committee (three two-day meetings, nine members) travel + room board	4,320
Staff Salaries and Benefits	3,000
Staff Travel	1,200
Production and Printing	2,500
Secretarial Assistance	2,000
Telephone, Supplies	1,500
Overhead	3,132
TOTAL:	$24,012

< 225 copies - or else printed by G.P.O.

More specified

Civil Rights
Compliance form

~~REVISED DRAFT~~ ~~S. Waldman 3/25/68~~

To: Dr. Edward Brice
Assistant to the Assistant Secretary
Office of the Secretary
U.S. Department of Health, Education and Welfare
Washington, D.C.

From: Marvin Rich
Executive Director
Scholarship, Education and Defense Fund for Racial Equality, Inc.
164 Madison Avenue
New York, N.Y. 10016

PROBLEM To develop the skills and effectiveness of newly elected Negro members of school boards.

SUBJECT A proposal to engage in a three-month period of planning for a projected 1968 National Conference of School Board Members serving city and rural communities, North and South.

Summary Description of Conference to Be Planned

A direct outgrowth of an August 1967 School Board Seminar which trained 35 newly elected members of Southern school boards, this four-day meeting will bring a maximum of 200 participants, most of them inexperienced members of local school boards, to the Airlie House conference center in Warrenton, Virginia, in September 1968.

In addition to skill development, this Conference will try to start some communication between school board members and other participants drawn from three primary groups with which school board officials have dealings. Thus a fraction of the conferees will not be school board members, but selected leaders of a) parent associations, b) teacher organizations, and c) school principals or administrators who have direct control over schools in city slums or rural Negro districts. The planned curriculum includes discussion of controversial issues of current importance in public education, both North and South, with evaluations ~~drawn from~~ (to be reached through analyzing) factual case histories.

Background case ~~histories~~ studies and instructive literature for minority-group school board members will be specially prepared in advance of the Conference. Extensive channels for follow-up training will be set up so the Conference can lead participants from all over the country directly into a program of continuing, on-the-job technical assistance.

BACKGROUND The Scholarship, Education and Defense Fund for Racial Equality, Inc. (SEDFRE) was organized in 1962 to assist local community organizations and civil rights groups. The Fund trains local leaders to deal effectively with local problems, ranging from voting rights and improved schools to street lights and paved streets. Working at the grass-roots level to bring about social change, SEDFRE has met local requests with a variety of concrete training programs to help Negroes assume roles of responsibility in their communities. During 1967, SEDFRE seminars and workshops involved some 2,300 citizen-leaders from more than 50 communities in six Southern and five Northern States.

The August 1967 School Board Seminar sponsored by SEDFRE pioneered an unprecedented and promising approach to current school problems. This four-day seminar trained 35 Southern Negro school board members -- inexperienced but highly able men and women among the first 59 to be elected to such posts in 17 Southern and border states. University educators, government specialists, legal experts and a staff skilled in leadership training met with this group in an intensive effort to supply what participants had indicated they lacked to master their jobs. An agenda based on a pre-Seminar survey included: the history and development of school boards in the United States; problems facing Southern school boards; responsibilities of Negro school boards; the specifics of Federal programs of assistance, of program planning and budgeting systems for local school districts; techniques of fiscal management; teaching programs and teacher evaluation. One specific outcome: Since September, a considerable number of requests have been directed to the Office of Education in Washington by school board members who had participated. Also, the Arkansas T~~eachers Association~~ Council on Huma Relations followed through with a statewide seminar for Negro school board members.

Participants, staff and outside consultants evaluated the School Board Seminar as a crucial first step toward what must come next: a broader, improved effort to reach more of the almost 200 Negroes now serving on school boards throughout the nation. Thus SEDFRE committed itself to sponsor the National Conference summarized above.

more--

PLANNING PROPOSAL

A period of three months is needed to plan and prepare for a nationwide Conference of School Board Members, carefully designed around the ascertained needs of the men and women who will be participating. Following are five essential elements of planning which must be accomplished:

1. Planning Committee. SEDFRE will set up a broadly based committee of seven to nine: appropriate government officials with special expertise in educational public programs and with broad contacts among school board members and parent associations; one or two members of school boards; one or two outside education consultants. This committee will plan the conference in a series of three two-day meetings held once ~~each~~ during each month of the planning period. One important function of this Committee will be to develop a selection process. Thoughtful selection of non-school-board-member participants is vital a) to insure broad community representation at the Conference and b) to maximize the opportunity for a well-balanced examination of current issues. The advice of the Committee will also be sought to help select and secure the Conference faculty -- including experienced school board members and government officials who can use the first-hand, case-history method of teaching which has proved so singularly effective in earlier workshops.
2. Surveys~~,~~ and curriculum Research. Special questionnaires and field visits to potential conferees are required to determine the actual needs of participants, and the precise situations of the schools which these men and women serve. Conference curriculum will depend on the results of this preliminary research. Factual material must also be assembled to develop constructive Conference discussion

of two central issues in public education today: a) decentralization and community ~~control,~~ involvement in ~~of~~ local schools in the North; and b) community participation in school planning and administration in the South. whe~~re Negroes are not even thinking in terms of control.~~

3. Materials. The School Board Seminar relied for supportive literature on available printed materials. What was really needed here was ~~a~~ tak ~~handbook~~ literature dealing specifically with the problems faced by Negroes newly elected to rural school boards. No such brochures, guidelines or handbooks exist, nor do any similar guides for minority-group members of boards serving city slum schools. For this Conference, SEDFRE would like to develop materials to fill this gap. In addition, staff also plans to draft materials to help clarify the developing dialogue over decentralization and community participation. ~~One suggestion is to draw up a case study and evaluation of New York City's I.S. 201 situation. Such factual analysis, it is felt, would prove far more useful and challenging than any traditional "position paper" on the issue of community control. Thus~~ SEDFRE plans to prepare appropriate case-study materials as background for Conference discussions.

4. Procedures. During the planning period, SEDFRE will develop a set of model conference prodedures designed to encourage full participati by all. In addition to insuring an effective Conference in September, this effort should make it possible for others to understand and use the processes which foster successful group training.

5. Follow-Up. During the planning period, SEDFRE will create machinery for continuing technical assistance to participants after the Conference. The four days must be designed to lead directly into an on-going process of on-the-job training. It is anticipated that

a resource person will be available in each participating school board member's state or region to work with him individually on problems which arise on the job.

To carry out the five tasks outlined above, SEDFRE will need special funding to underwrite a) travel expenses for three two-day Planning Committee meetings; and b) the following staff, working under the supervision of SEDFRE's Executive Director and Leadership Development Director:

1 staff associate assigned directly to the project

2 consultants (30 days each): one to carry out survey and ~~curriculum-development~~ field research; one to draft take-home materials for school board members, case histories to serve as background for discussion of current issues in public education.

1 full-time secretary

part-time clerical help

#

Attached: Budget of Anticipated Costs
Background Information
Reprints of N.Y. Times reports on School Board Seminar

ATTACHMENT A

BUDGET OF ANTICIPATED COSTS

(Field Survey + Materials Developme

Re~~search and Material-Development~~ Consultants (2)	$6,360
Planning Committee (three two-day meetings, nine members)	4,320
Staff Salaries and Benefits	3,000
Staff Travel	1,200
Production and Printing	2,500
Secretarial Assistance	2,000
Telephone, Supplies	1,500
Overhead	3,132
TOTAL	$24,012

9360
11,30

> 225 copies must be produced by G.P.O.

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

OFFICE OF THE SECRETARY

File

April 10, 1968

Dear Mr. Rich:

Thank you for the copy of your proposal covering certain developmental activities leading to a projected 1968 National Conference of School Board Members serving city and rural communities North and South.

I have asked the Bureau of Research to informally review this for possible funding. As soon as I have their comments, I will be in touch with you.

With every kind wish.

Sincerely yours,

Brice

Edward W. Brice
Assistant to Assistant Secretary
for Education

Mr. Marvin Rich
Executive Director
Scholarship, Education, & Defense
Fund for Racial Equality
164 Madison Avenue
New York, New York 10016

May 27, 1968

Dr. Edward Brice
Confidential Assistant to the Assistant
Secretary for Education
Department of Health, Education and Welfare
Washington, D.C. 20201

Dear Dr. Brice:

I met with Glenn Boerrigter on Thursday, May 23rd. I do feel that the proposal will get a fair and sympathetic hearing. You have been most helpful to us at SEDFRE and I want to thank you now for all that you have done and will do.

I hope that we will be able to work together for many years to come.

Sincerely,

Marvin Rich
Executive Director

May 27, 1968

Mr. Glenn C. Boerrigter, Chief
Organization and Administration Studies Branch
Elementary-Secondary Education Research
U.S. Office of Education
400 Maryland Avenue
Washington, D.C.

Dear Mr. Boerrigter:

I do want to clarify one element of our proposal Field Research and Development of Materials for 1968 National Conference of School Board Members Serving City and Rural Communities, North and South. We believe it necessary to begin the development of the interview guide and the actual testing of this instrument with a selected number of interviews by mid June. This would permit modification of the instrument as needed. It would also provide information about the best approach to be used when full scale interviewing begins in June.

It would also provide some date for the consideration of the Planning Committee at its first meeting. Thus, our proposal actually calls for work to begin in the second week of June. I do hope this is possible.

Cordially,

Marvin Rich
Executive Director

cc: Dr. Edward Brice

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

RECEIVED
JUN 3 1968
SEDF

SBS

May 31, 1968

In reply refer to:
BR/DESR/OASB

Mr. Marvin Rich
Executive Director, Scholarship, Education
and Defense Fund for Racial Equality, Inc.
164 Madison Avenue
New York, New York 10016

Dear Mr. Rich:

Thank you for your letter of May 27 with regard to the proposal which is entitled "Field Research and Development of Materials for 1968 National Conference of School Board Members Serving City and Rural Communities, North and South."

Your indication of the fact that it is necessary to begin work on this project in mid June will be given every consideration possible in terms of having the project start in fiscal 1968.

I appreciate the great effort that you and your staff put forth in preparing the revised proposal. The proposal has been approved by field readers, by the Branch and Division, and we are awaiting word from the Bureau with regard to the final approval of this proposal. As soon as this is received we will send the project to the contracts office for negotiation.

Sincerely,

Glenn C. Boerrigter

Glenn C. Boerrigter, Chief
Organization and Administration
Studies Branch
Division of Elementary and
Secondary Education Research

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

OFFICE OF THE SECRETARY

SBS

RECEIVED
JUN 7 1968
SEDF

June 6, 1968

Dear Mr. Rich:

Having just returned from Mexico, I found your letter on my desk.

I am encouraged by the developments, and only hope this is just the beginning of a fine collaborative effort.

With every good wish.

Sincerely yours,

Edward W. Brice
Assistant to Assistant Secretary
for Education

Mr. Marvin Rich
Executive Director
Scholarship, Education, and Defense
Fund for Racial Equality, Inc.
164 Madison Avenue
New York, New York 10016

CLASS OF SERVICE
This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION
TELEGRAM

SYMBOLS
DL = Day Letter
NL = Night Letter
LT = International Letter Telegram

F

The filing time shown in the date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination

JUN 22 AM 12 10

NF852 (42)(25)CTB295

WG454 WW NFB166 GOVT NL PDB 7 EXTRA AR NF WASHINGTON DC 21 [June 22, 1968]

SCHOLARSHIP EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY INC
164 MADISON AVE NYK

THIS CONSTITUTES OFFICIAL ACCEPTANCE OF YOUR PROPOSAL ENTITLED FIELD RESEARCH AND DEVELOPMENT OF MATERIALS FOR 1968 NATIONAL CONFERENCE OF SCHOOL BOARD MEMBERS SERVING CITY AND RURAL ETC FORMAL CONTRACT NO OEC 0-8-080800-4492(010) WHICH WILL INCLUDE ANTI-RIOT PROVISIONS AND GENERAL CONDITIONS (HEW FORM 315)PWILL BE FORWARDED TO YOU SHORTLY FOR EXECUTION. LEGISLATIVE AUTHORITY P.L. 89-10. YOU ARE AUTHORIZED TO PROCEED WITH WORK UNDER THIS CONTRACT COMMENCING JUNE 20, 1968 AND ENDING 10-20-68 AT A TOTAL ESTIMATED COST NOT EXCEED $21804. TELEGRAPHIC CONFIRMATION AND ACKNOWLEDTEMENT OF THIS AWARD REQUIRED BY JUNE 27, 1968

ATTN W RICH

RECEIVED
JUN 24 1968
SEDFRE

JUN 22 AM 12 10

JOHN J GROSSBAUM CHIEF RESEARCH BRANCH CONTRACTS DIVISION CONTRACTING OFFICER U S OFFICE OF EDUCATION

1968 0-8-080800-4492(010) 315 89-10 20 1968 10-20-68 $21804
27 1968.

MEMORANDUM

June 24, 1968

TO: Members of the Board

FROM: Marvin Rich

SUBJECT: National School Board Seminar - 1968

We have just received a telegraphic message from the Department of Health, Education and Welfare to the effect that they will approve our request for a grant "For Field Research and Development of Materials for 1968 National Conference of the School Board Members." We have been authorized to proceed with work under this contract beginning June 20th and ending October 20th at a total estimate to HEW not to exceed $21,800.

This contract is our first Federal grant and has been approved by the Board and the Executive Committee. Added on to previous commitments it will keep our staff quite busy during the summer.

Called in to
Western Union
5 15 PM
6/24/68

JOHN J GROSSBAUM, CHIEF
RESEARCH BRANCH CONTRACTS DIVISION
CONTRACTING OFFICER
U.S. OFFICE OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
WASHINGTON, D.C.

THIS IS TO CONFIRM AND ACCEPT AWARD OF FORMAL CONTRACT NO OEC 0-8-080800-4492(010) ENTITLED FIELD RESEARCH AND DEVELOPMENT OF MATERIALS FOR 1968 NATIONAL CONFERENCE OF SCHOOL BOARD MEMBERS SERVING CITY AND RURAL ETC. CONTRACT COMMENCED JUNE 20, 1968, ENDS OCTOBER 20, 1968 AT A TOTAL ESTIMATED COST NOT EXCEED $21804.

MARVIN RICH
EXECUTIVE DIRECTOR
SCHOLARSHIP, EDUCATION AND DEFENSE
FUND FOR RACIAL EQUALITY, INC.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

July 8, 1968

Mr. John J. Grossbaum, Chief
Research Branch
Contracts Division
Contracting Officer
Department of Health, Education and Welfare
U.S. Office of Education
Washington, D.C.

ATTENTION: Mr William Rich

Dear Mr. Grossbaum:

As I indicated on the telephone earlier today, Mrs. Susie Waldman is a free lance writer whom we have used in the past. We intend to use her as a consultant on the School Board Seminar for 65 days at $75 a day. Thus, her total compensation will be $4,875.00 for this period.

Since she will be a consultant, we will not have to make benefit payments of social security, unemployment compensation, health insurance, etc. Therefore, Item B - Benefits should be changed from $904 to $514. The total amount of Item J should be reduced by $390.00 to $19,432.00 and the Indirect Cost (Item K) should be reduced to $1,943.00. Thus, the total project costs are $21,375.00. I hope these revisions meet with your approval.

Sincerely yours,

Marvin Rich
Executive Director

bcc: Ronnie Moore

M E M O R A N D U M

July 15, 1968

TO: Executive Committee Members

FROM: Marvin Rich MR

SUBJECT: School Board Seminar

On July 10, 1968, Ronnie and I met with Dr. Edward Brice, Special Assistant to the Secretary of the Department of Health, Education and Welfare. Dr. Brice indicated that SEDFRE was increasingly known and respected in the department. He hoped that we would be able to develop mutual assistance in the coming year. We asked for his honest evaluation of the 1967 School Board Seminar and he felt that the seminar was positive, that there was a good level of participation. First he felt that we had a weakness in the selection of some participants who were non-school board members. However, subsequently when he received feedback from some of these participants, he felt that our original decision was sound and he suggested that in the 1968 School Board Seminar we continue this practice of involving a limited number of parents, community leaders, teachers, etc.

For 1968 he felt the seminar should emphasize the pragmatic, the how-to-do-it methods of problem solving and strategy. He felt that the informal discussion was one of the most useful elements in last year's workshops and felt that we should get governmental participants to stay overnight. This would involve paying their room and board.

He indicated that we should probably involve senior level people of national stature in an advisory role. He felt they might project long-range goals and help prepard for a 1969 workshop. He indicated that HEW might put some substantial resources into this. He suggested that Mary Weaver, Arnold Zurcher of the Sloan Foundation and Craig Simpf of the General Learning Corporation might be interested. In a discussion of the materials for 1968 he indicated that he felt the materials used in 1967 had no orientation to the special problems of black school board members. Nor in fact did they have a special orientation at all. He felt that in 1968 we must focus on the special problems of the disadvantaged. He indicated that they would send us a bibliography of newly developed materialand suggested that we use film as well as printed material.

We discussed several possible SEDFRE projects. He indicated that HEW might be willing to pay up to $7500 for the development of such projects by a team including prominent sociologists, economists and adult education specialists. Among those mentioned were Allan Barton of the Bureau of Applied Social Research of Columbia University who has just joined our Board, Dr. A. P. Torrance of Tuskegee, Wilbur Shcramm of the University of California, Warren Finla University of Georgia and Ben Bloom of the University of Chicago.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

August 1, 1968

In reply refer to:
BR/DESR/O&A

Re. Project No. 8-0800

RECEIVED
AUG 7 1968

Dr. Ronnie Malcolm Moore
Director, Leadership Training
Department
164 Madison Avenue
New York, New York 10016

Dear Dr. Moore:

Dr. Glenn C. Boerrigter, who was originally assigned as project director of your project has this date been assigned added responsibilities as Acting Director of the Division of Elementary and Secondary Education Research. Consequently, I have been assigned the duty as your current project officer.

Future communications relating to your project should be directed to me as follows:

Dr. Arch K. Steiner
Research Associate
Division of Elementary and Secondary
Education Research
Office of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202
(Telephone Number, Area Code 202,962-3930)

Rm 3129

I want you to know that I share the enthusiasm of Dr. Boerrigter in support of your project and am anxious to be of assistance in any manner which you feel I can help in the progress of your project.

Sincerely yours,

Arch K. Steiner
Research Associate

MEMORANDUM

August 7, 1968

TO: Eleanor Margolies

FROM: Marvin Rich MR

SUBJECT: School Board Seminar

Attached is a copy of the relevant material on our grant from HEW on the School Board Seminar. An interim financial report is due, to HEW as of August 20, 1968. It is important that this be submitted to HEW as quickly as possible thereafter so that we can be reimbursed. I would like to meet with you to discuss the allocation of our expenditures for this report.

SCHOOL BOARD SEMINAR

Schedule of Expenses

6/20/68 - 8/20/68

A. PERSONNEL				
Marvin Rich	(½ mo.)	$ 638.00		
Ronnie M. Moore	(½ mo.)	479.00		
James T. McCain	(1 mo.)	808.00		
Spiver Gordon	(1 mo.)	612.00		
Secretarial	(2 mos.)	1,166.00		
			$ 3,703.00	
B. BENEFITS (8%)			296.00	
C. CONSULTANT				
Susie B. Waldman				
	6/20 - 6/30	487.50		
	7/22 - 7/31	600.00		
	8/1 -- 8/20	750.00	1,837.50	
D. TRAVEL				
James McCain - 1,472 miles @ 8¢ mile			117.76	
E. SUPPLIES			386.00	
F. COMMUNICATIONS			450.00	
G. SERVICES - REPROD.			50.00	
H. FINAL REPORT			-	
I. EQUIPMENT			-	
J. OTHER			-	
K. SUBTOTAL				$ 6,840.26
L. INDIRECT (10%)				684.03
TOTAL				$ 7,524.29

August 17,196

RECEIVED
AUG 19

Dear Marvin:

It was a pleasure having you down with us even if your stay was a short one. Only wish you could have steyed longer. Here is my expense in connection with the School Board Seminar. As I come in contact with Negroes who ran for public office in the last primary, I will give them a copy of our Technical Assistance Program and ask them to write you on their ideas on the program.

Sincerely,

Nooker
Nooker

SBS

August 17,1968

Expenses for School Board Seminar

Travel and meals--All milage is from Sumter, S.C. (Round Trip)

	Miles	Meals
August 6,1968 - Greelyville and Kingstree,S.C.	110	$ 2.00
August 7,1968 - Summerton and Lynchburg, S.C.	102	2.00
August 8,1968 - Chester, Winnsboro and Columbia, S.C.	230	3.00
August 9,1968 - Beaufort County, S.C.	420	3.75
August 10,1968 - Georgetown, S.C.	210	3.50
August 13,1968 - Taylors, S.C	400	2.75
Total	1472	$ 17.00

Submitted By: James T. McCain

James T. McCain

1472
3 x .08
$117.76

SEDFRE 9/3/68

INTER-OFFICE MEMORANDUM

To: Marvin Rich

From: Ronnie Moore

Re: Martin Shepard - Part time clerical employee

Martin Shepard worked for SEDFRE on the following dates:

Monday - August 26, 1968	7 hours
Tuesday - August 27, 1968	7 hours
Wednesday - August 28, 1968	7 hours

Total hours 21 @ $3.00 per hour = $63.00 ✓

Social Security # 060-40-1560 - one dependent

Address: Martin Shepard
11 Fort George Hill
Apt. # 22-B
New York, N.Y. 10040

S.B.S.

63 -

S.S.	2.77
W.t.	7.80
State	.70
city	.25
dis.	.30

11 82

51.18

Ronnie Moore

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

October 8, 1968

In reply refer to:
BR/DESR/O&A

Dr. Marvin Rich
Executive Secretary, SEDFRE
164 Madison Avenue
New York, New York 10016

Dear Dr. Rich:

In response to your recent telephone call about payment of your claim for $7,524.29, I am enclosing 5 copies of Standard Public Voucher Form 1034. Please fill in and return to me the original and 3 copies properly signed on the attached forms or supply the information on your official finance voucher in equal number of copies. (The statement which was sent to Contracts bearing date of June 20, 1968 to August 20, 1968, is not acceptable--No identification or signature appears thereon.)

Since your contract expires at the end of this month, I am enclosing a copy of OE Support for Research & Related Activities. In this folder you will find additional instructions on reporting procedures.

I will process your request for payment as soon as you return the executed voucher forms to me.

Please telephone me if there are questions or we can assist.

Sincerely yours,

Arch K Steiner

Arch K. Steiner
Research Associate
Organization and Administration
Studies Branch

Enclosures

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

October 10, 1968

FINANCIAL VOUCHER

RE: HEW Contract No. OEC 0-8-080800-4492(010)

SCHOOL BOARD SEMINAR
Schedule of Expenses Incurred
6-20-68 - 8-20-68

A.	Personnel			
	Marvin Rich	(1/2 mo.)	$ 638.00	
	Ronnie M. Moore	(1/2 mo.)	479.00	
	James T. McCain	(1 mo.)	808.00	
	Spiver Gordon	(1 mo.)	612.00	
	Secretarial	(2 mos.)	1,166.00	$3,703.00
B.	Benefits (8%)			296.00
C.	Consultant			
	Susie B. Waldman			
	6/20 - 6/30		487.50	
	7/22 - 7/31		600.00	
	8/1 - 8/20		750.00	1,837.50
D.	Travel			
	James McCain - 1,472 miles @ 8¢ per mi.			117.76
E.	Supplies			386.00
F.	Communications			450.00
G.	Services - Reproductions			50.00
H.	Final Report			-
I.	Equipment			-
J.	Other			-
K.	Subtotal			$6,840.26
L.	Indirect (10%)			684.03
	TOTAL			$7,524.29

APPROVED BY: Marvin Rich
TITLE : Executive Director
DATE : October 10, 1968

Contributions are deductible for income tax purposes

■ *president:* Andrew E. Norman ■ *vice presidents:* William S. Ellis, Nannette Sachs ■ *secretary:* Ezra Levin ■ *treasurer:* Shelley Appleton ■ *executive director:* Marvin Rich ■ *leadership development director:* Ronnie M. Moore ■ *legal director:* Carl Rachlin ■ *BOARD OF DIRECTORS:* Nils R. Douglas, *chairman* ■ James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts

SUSIE B. WALDMAN
5400 Fieldston Road
Riverdale, New York 10471

To: SEDFRE

~~From:~~
For: Editorial services and materials consultation, re planned National Conference of School Board Members

@ $75 per day

for period of August 1 - August 20, 1968

August 1, 2, 5, 7, 8-9 (half days), 12, 13, 14, 19, 20: 10 days

Totoal Amount Due for 10 Days: $750

Recapitulation of Earnings due for period from June 20-August 20, 1968:

through June 30:	$ 487.50
through July 31:	600.00
through Aug. 20:	750.00
24½ days of work:	1,837.50

Paid 10/25/68
ch #3584

SBS

SUSIE B. WALDMAN
$400 Fieldston Road
Riverdale, N.Y. 10471

To: SEDFRE

For: Editorial services and materials consultation
re
November 1968 National Conference of School Board Members

@ $75 per day

Week of July 22-26	5 days
July 29,30,31	3 days
Total Amount Due:for 8 days:	$600 ✓

BS

ck 3584
10/25/68

SUSIE B. WALDMAN
5400 Fieldston Road
Riverdale, N.Y. 10471

TO: SEDFRE

For: Editorial Consultation and Services, June 20-30, 1968
re Planning for National Conference of Newly Elected School Officials

6½ days @ $75 a day: 487.50

7/5/68
Pay when funds for National SBs rec'd.

School Bd. S.
Em
3584
10/25/68

Sent Nov. 12 to Arch K. Skiner

November 11, 1968

FINAL FINANCIAL VOUCHER

RE: HEW Contract No. OEC 0-8-080800-4492(010)

SCHOOL BOARD SEMINAR
Schedule of Expenses Incurred
8/21/68 - 10/20/68

A.	**Personnel**			
	Marvin Rich	(1/2 mo.)	$ 637.00	
	Ronnie M. Moore	(1/2 mo.)	479.00	
	James T. McCain	(2 mos.)	1717.00	
	Edward Cole	(1 week)	135.00	
	Henry Smith	(1/2 mo.)	365.00	
	Secretarial		1167.00	$4,500.00
B.	**Benefits** 8%			360.00
C.	**Consultant**			
	Susie B. Waldman			
	8/21/68 - 9/20/68 (16 days @ $75 per)		$1200.00	
	9/21/68 - 10/20/68 (14 1/2 days @ $75 per)		1087.50	2,287.50
D.	**Travel**			
	Car milage - 1590 miles @ 8¢ per mile		127.20	
	Car rentals and gas		40.50	
	Air fares		122.85	
	Per Diem - 27 days @ $10 per day		270.00	560.55
E.	**Supplies**			495.00
F.	**Communications**			450.00
G.	**Services - Reproduction**			255.62
H.	**Final Report**			200.00
I.	**Equipment**			75.00
J.	**Other - Planning Committee Expenses**			1,551.70
K.	**Subtotal**			$10,735.37
L.	**Indirect Expenses** (10%)			1,073.54
	TOTAL PROJECT COSTS			$11,808.91

APPROVED BY:
TITLE: Executive Director
DATE: November 11, 1968

FINAL FINANCIAL VOUCHER

RE: HEW CONTRACT No. OEC 0-8-080800-4492(010)

SCHOOL BOARD SEMINAR
Schedule of Expenses Incurred
8/21/68 - 10/20/68

NARRATIVE

Personnel (A), Personnel Benefits (B) and Consultant Fees (C) were scheduled to come to $13,194.00. The actual cost of these items was $13,084.20. This reduction in cost to the Government was made possible because of a reduction in the number of consultant days by ten (10). However, this required some slight increase in direct personnel costs. Personnel costs (A) and (B) were increased by $624.00, whereas Consultant Fees (C) were reduced by $750.00. This is a net saving to the Government of $149.00.

APPROVED BY: __________
TITLE: Executive Director
DATE: November 11, 1968

(cover page)

(FINAL) TECHNICAL PROGRESS REPORT

Project # 8-0800

Contract # OEC-0-8-080800-4492 (010)

FIELD RESEARCH AND DEVELOPMENT OF MATERIALS FOR 1968 NATIONAL CONFERENCE OF SCHOOL BOARD MEMBERS SERVING CITY AND RURAL COMMUNITIES, NORTH AND SOUTH

October 1968

U.S. DEPARTMENT OF

HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

(title page)

(FINAL) TECHNICAL PROGRESS REPORT

Project #8-0800

Contract # OEC-0-8-080800-4492 (010)

FIELD RESEARCH AND DEVELOPMENT OF MATERIALS FOR 1968 NATIONAL CONFERENCE OF SCHOOL BOARD MEMBERS SERVING CITY AND RURAL COMMUNITIES, NORTH AND SOUTH

BY BY

Ronnie M. Moore

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC.

NEW YORK, NEW YORK

October 20, 1968

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF

HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

1. Major activities and accomplishments during grant period

A

A. Planning Committee of 11 members was appointed and convened for two weekend meetings, producing agreement on 1) goals of a Conference of Black School Board Members, 2) guidelines for a curriculum and training design, and 3) recommendations of appropriate resource persons. The 11 Planning Committee members also gave SEDFRE the nucleus of a committed volunteer faculty to serve at the 1969 Conference in well-defined and clearly understood functions. (See Appendix A for minutes, list of recommended resource persons).

B. Questionnaire-survey was developed, field tested, approved by Office of Education project officer. The survey form was distributed to some 200 to 250 school-board members and candidates -- some via field interviews, some via mailings. A list of some 200 names and addresses of black school-board members was compiled for the mailing after months of research. Queries and field information continue to bring in additional names and questionnaire replies. An early test of the questionnaire form enabled SEDFRE to analyze a dozen responses for curriculum implications before the second Planning Committee meeting. At the end of October, close to 70 replies were in hand; these are being analyzed for curriculum emphases. (See sample questionnaire-survey, analysis of early results, state breakdown of replies received through October in Appendix B).

C. The materials consultant hired for the grant period completed the questionnaire form, a case study on Trenton, N.J.; a Conference prospectus; a series of agenda items and exercise; a draft curriculum. An overall design for materials needed was also completed.

Work is underway and will continue on the variety of specific materials being created for the Conference in line with 1) Planning Committee recommendations, 2) participant preferences, and 3) curriculum and follow-up needs. (See Appendix C for Trenton case study; agenda items; curriculum; list of exercises, discussion stimulators, take-home manuals, guidelines and other materials being specially developed or assembled).

2. Problems

A

A. Departures from original plan

1) Two Planning Committee meetings, instead of the three projected, proved sufficient to the task and more reasonable in the allotted time period.

2) There were 11 members rather than the nine proposed for the Planning Committee.

3) A selected and more limited group of non-school board members will be invited to the Conference as resource persons, rather than as participant-trainees, as originally planned. The Planning Committee felt this shift was necessary in order to keep the total number of participants down to optimum size.

4) Title of the proposed conference was changed, by addition of the explicit word "black." The August 1967 School Board Seminar was labeled for "Newly Elected" officials and drew in fact all Negro trainees. The forthcoming meeting will be designated a National Conference of Black School Board Members.

5) Date of conference also shifted from 1968 to 1969, for practical reasons. Tentative date is set for January 16-19.

B. Special problems encountered or expected in future

1) Black school-board member emphasis is preferred -- by the Planning Committee for philosophic reasons, and by SEDFRE staff for practical teaching considerations. It was felt that Spanish-speaking or American Indian candidates could not be added simply: representatives of these increasingly assertive ethnic communities had not been in on the ground floor of planning. The general feeling is that the problems confronting Negro school board officials north and south, urban and rural, are complicated and conflicting enough in themselves: to introduce other groups would detract from this Conference's great potential for constructive, unified action and a comfortable environment in which to carry out effective leadership and skill training.

2) All speakers and materials at this Conference must be fully attuned to the explicit and well-defined goals of this undertaking. Emphasis must be on how to understand and manipulate the educational system for the benefit of impoverished or discriminated-against pupils. Standard presentations on the advantages of Federal programs must be adapted to this emphasis, and kept both brief and pointed to the participants' express needs. Teaching will not be directed at making people comfortable with the status quo, but rather at equipping them to make the best features of the system work better for them and their black constituents -- or at encouraging them to demand needed modifications when the system clearly cannot function adequately for the needs of black pupils.

3. Significant Findings and events

A. **Field Research**: compiling the most extensive list in existence of black school board officials throughout the nation; devising, distributing and analyzing questionnaire-surveys; assimilating Planning Committeesdeliberations and decisions into defined Conference goals, curriculum and supportive materials.

1) Surprisingly, the most informed estimate is that in all, there will be some 500 Negroes serving on local school boards by January 1969. SEDFRE has, with difficulty, collected names and addresses of some 200 board members and candidates, reaching each of these with a questionnaire survey. Even at this early stage (November,1968), we have inhhand 69 replies from 18 states. Our goal is to reach as many of the 500 as we can locate through continuing efforts, and select a final 180 board members and candidates for training at a National Conference of Black School Board Members.

2) An early scanning of the 69 responses in hand shows that applicants from both North and South are strikingly desirous of learning how they may better serve the needs of Negro pupils. Curriculum preferences confirm the validity of the Planning Committee's stress on increasing the accountability of the black school board member to the community he represents. While the problems of public education and the means of dealing with them differesharply from North to South, increased accountability to the Negro community is a common thread binding together the two groups of trainees. A systematic tabulation of applicants' preferred informational or skill-training sessions will enable us to bring the first-draft curriculum into concordance with participant needs as expressed on

the questionnaire-survey. Allowance has also been made for on-the-spot revision of the curriculum after the participants engage in a goal-setting session.

B. Materials

A number of basic tools were developed, which will enable SEDFRE to produce the additional needed materials for the Conference in the coming months.

First, the questionnaire-survey was developed, giving us an instrument for informed candidate selection and for a curriculum taking the participants' express needs and preferences into full account.

Second, a case-study training exercise was developed around the experience of Trenton, N.J., where a black superintendent of schools won appointment in August 1968. Aims: to promote a broad understanding of the multiple problems confronting schools today, and to develop a better recognition of the importance of strategic planning in community action. The goal of the study is to encourage minority-group school-board officials and community activists to collaborate despite ideological differences, to achieve one specific objective on which all agree, to accomplish the change of one thing in an educational system.

Third, a Prospectus describing the Conference was prepared for use in contacting persons and others interested in the undertaking.

Fourth, two kits of planning materials were prepared, one for each Planning Committee Meeting. Kit #1 included a Report on SEDFRE's Seminar for Newly Elected Southern School Officials, out of which the projected National Conference grew: the agenda, methodology and actual content of this Conference was essential background material for this group of planners. The kit also included a copy of the drafted questionnaire-survey; a book excerpt on the goals of education, a

APPENDIX

A. Report, 1967 School Board Seminar

Minutes of two Planning Committee meetings

, List of recommended resourse persons

B. Questionnaire-Survey

Analysis of First Twelve Replies

State Breakdown of Replies Received before Nov. 1, 1968

C. Draft, Trenton case study

Prospectus

Agenda Items

Draft Curriculum

List of Materials to Be Developed

List of Materials to Be Assembled

draft of the Trenton case study, sample lists of agenda topics and case-study suggestions, an evaluation sheet from the 1967 seminar, and for follow-up discussions, a copy of SEDFRE's newly funded Technical Assistance Program for Newly Elected Public Officials. Three SEDFRE how-to manuals were also included in this first kit. Kit #2 contained SEDFRE's working lists of black school-board members located to date; the minutes of the first meeting; an analysis of the first 12 questionnaire-survey replies received as they reflect curriculum preferences; and four suggested agenda items for criticism and development. The draft curriculum developed after the completion of the two Planning Committee meetings is serving as our guide to further material development. A careful examination of the curriculum and the two accompanying lists of materials (Appendix C) offer a detailed description of work underway.

4-7 (Covered above)

8. Staff summary

School Board Seminar

6/20/68 - 10/20/68

Name	Title	Salary Rate	% of time or Consul. Days	Amount
Marvin Rich	(Exec. Director)	ann.$15,500	1/12	$1,275
Ronnie Moore	(Dir.Leader.Trng)	" 11,500	1/12	958
James T.McCain	(Staff Assoc.)	10,500	3/12	2,525
Spiver Gordon	(" " ")	7,350	1/12	612
Edward Cole	(" " ")	7,000	1 week	135
Henry Smith	(" " ")	9,500	2 weeks	365
Susie B. Waldman	(Consultant)	Daily 75	55 days	4,125

STATE BREAKDOWN OF REPLIES RECEIVED BEFORE NOV.1, 1968

Alabama	3	Louisiana	7
Arkansas	4	Massachusetts	1
California	4	Michigan	1
Delaware	1	New Jersey	14
D.C.	3	New York	5
Florida	5	Pennsylvania	1
Indiana	1	South Carolina	11
Iowa	1	Texas	3
Kansas	1	Virginia	3

Total: 69 replies from 18 states

51 of these applicants are elected or appointed board members in these districts; 14 are candiates; 7 are resource-personsapplicants.

9. (Covered above)

10. **Certification**

Signature of Contract Officer

Signature of Project Director

(Date)

(Date)

January 21, 1969

Dr. Arch K. Steiner
Research Associate
Organization and Administration
Studies Branch
Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Re: Contract No. OEC 0-8-080800-4492(010)

Dear Dr. Steiner:

We have already sent to you under separate cover 15 copies of the final report, with some of the additional materials. I think they meet the requirements of HEW and of ERIC. Also enclosed is our final voucher for the period August 21, 1968 to October 20, 1968.

I know that you will do all that you can to speed payment. You have been very helpful to us all along the route.

Sincerely yours,

Marvin Rich
Executive Director

Enclosures as stated

cc: Dr. Edward Brice

FINAL FINANCIAL VOUCHER

RE: HEW CONTRACT No. OEC 0-8-080800-4492(010)

SCHOOL BOARD SEMINAR
Schedule of Expenses Incurred
8/21/68 - 10/20/68

NARRATIVE

Personnel (A), Personnel Benefits (B) and Consultant Fees (C) were scheduled to come to $13,194.00. The actual cost of these items was $13,084.20. This reduction in cost to the Government was made possible because of a reduction in the number of consultant days by ten (10). However, this required some slight increase in direct personnel costs. Personnel costs (A) and (B) were increased by $624.00, whereas Consultant Fees (C) were reduced by $750.00. This is a net saving to the Government of $149.000.

Cost of preparing the final report was higher than indicated on the voucher and and in our original contract. However, the balance over and above the $200.00 has been assumed by the Scholarship, Education and Defense Fund for Radal Equality.

APPROVED BY: ____________________
TITLE: Executive Director
DATE: January 21, 1969

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.
164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

January 21, 1969

FINAL FINANCIAL VOUCHER

RE: HEW Contract No. OEC 0-8-080800-4492(010)

SCHOOL BOARD SEMINAR
Schedule of Expenses Incurred
8/21/68 - 10/20/68

A.	Personnel			
	Marvin Rich	(1/2 mo.)	$ 637.00	
	Ronnie M. Moore	(1/2 mo.)	479.00	
	James T. McCain	(2 mos.)	1717.00	
	Edward Cole	(1 week)	135.00	
	Henry Smith	(1/2 mo.)	365.00	
	Secretarial		1167.00	$4,500.00
B.	Benefits 8%			360.00
C.	Consultant			
	Susie B. Waldman			
	8/21/68 - 9/20/68	(16 days @ $75 per)	$1200.00	
	9/21/68 - 10/20/68	(14 1/2 days @ $75 Per)	1087.50	2,287.50
D.	Travel			
	Car milage - 1590 miles @ 8¢ per mile		127.20	
	Car rentals and gas		40.50	
	Air fares		122.85	
	Per Diem - 27 days @ $10 per day		270.00	560.55
E.	Supplies			495.00
F.	Communications			450.00
G.	Services - Reproduction			255.62
H.	Final Report			200.00
I.	Equipment			75.00
J.	Other - Planning Committee Expenses			1,551.70
K.	Subtotal			$10,735.37
L.	Indirect Expenses (10$)			1,073.54
	TOTAL PROJECT COSTS			$11,808.91

APPROVED BY ______________________
TITLE: Executive Director
DATE: January 21, 1969

Contributions are deductible for income tax purposes

▪ *president:* Andrew E. Norman ▪ *vice presidents:* William S. Ellis, Nannette Sachs ▪ *secretary:* Ezra Levin ▪ *treasurer:* Shelley Appleton ▪ *executive director:* Marvin Rich ▪ *leadership development director:* Ronnie M. Moore ▪ *legal director:* Carl Rachlin ▪ *BOARD OF DIRECTORS:* Nils R. Douglas, *chairman* ▪ James Baldwin ▪ Katrina McCormick Barnes ▪ Allan Barton ▪ Jonathan Bingham ▪ Canon James P. Breeden ▪ Robert Curvin ▪ Charlotte Devree ▪ Robert F. Drinan, S.J. ▪ Michael O. Finkelstein ▪ Doris Freedman ▪ James T. Harris, Jr. ▪ Claude Heckscher ▪ Norman Hill ▪ Arthur Kimmelfield ▪ Dr. Archie Lacey ▪ Jeremy Larner ▪ Joann List Levinson ▪ John Lewis ▪ Leon Modeste ▪ Henry Morgenthau, III ▪ Dr. William Stuart Nelson ▪ Edward Norton ▪ Richard J. Schwartz ▪ Elaine Slater ▪ Rowland Watts

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

RECEIVED
MAR 20 1969
SEDF

March 18, 1969

In reply refer to: DESR/OASB

Dr. Marvin Rich
SEDFR
164 Madison Avenue
New York, New York 10016

Dear Dr. Rich:

We appreciate your sending us the final report for Research project 8-0800 (OEC-0-8-08-0800-4492 (010). Overall it appears to be a very detailed resume of preparations for the National Conference of Black School Board Members.

There are a few isolated inclusions in the final report which I believe should be deleted. These have been underscored with red pencil as indicated with paper clips on the following pages of enclosed copy of the final report:

Pages 48 - Delete "a leisurly" ✓

55 - Delete "apparently the favorite" and "or so it seemed" ✓

57 - Delete "with obviously mediocre qualifications" and "so you can see how little comparison there was between the two" ✓

58 - Delete "The man simply bowed out of this race of unequals" ✓

If you will please send us 15 copies of the final report with above deletions we will send your final report through with recommendation of approval. We will then be in position to consider your contractual relations completed and recommend final payment of the contract obligation.

April 7, 1969

Dr. Arch K. Steiner
Research Associate
Division of Elementary & Secondary Education
Research
Office of Education
400 Maryland Avenue SW - Room 3129
Washington, D. C. 20202

Dear Dr. Steiner:

I am enclosing a revised financial voucher for the research grant.

The expenses include some items, such as the financial report recently paid.

The total is still under the amount provided for in the original contract.

Sincerely,

Marvin Rich
President

MR:s

April 7, 1969

FINAL FINANCIAL VOUCHER

RE: NEW Contract No. OEC 0-8-080800-4492 (010)

SCHOOL BOARD SEMINAR
Schedule of Expenses Incurred
6/20/68 - 10/20/68

A.	**Personnel**			
	Marvin Rich	$ 1316.00		
	Ronnie Moore	979.00		
	James McCain	2709.00		
	Spiver Gordon	612.00		
	Edward Cole	135.00		
	Henry Smith	365.00		
	Secretarial	2553.00	$ 8669.00	
B.	**Benefits** 8%		693.52	
C.	**Consultant**			
	Susie B. Waldman		4125.00	
D.	**Travel**		678.31	
E.	**Supplies**		881.00	
F.	**Communications**		900.00	
G.	**Services Reproduction**		305.62	
H.	**Final Report**			
	Typewritten Trascription Co.	210.00		
	Xerox Systems	160.16		
		370.16		
	Rewriting of Report	57.00		
	Typewritten Trans.	57.00		
	Xerox Systems	150.00	577.16	
I.	**Equipment**		75.00	
J.	**Other Planning Comm.**		1551.70 - ~~[illegible]~~	
K.	**Subtotal**			18,456.31 ~~$19,258.10~~
L.	**Indirect** (10%)			~~1,925.81~~ 1,845.63
	Total Project Costs			20,301.94 ~~$21,183.91~~
	Paid			7,524.29
	Balance Due			~~$13,659.62~~ 12,777.65

APPROVED BY: ________________
TITLE: President
DATE: April 7, 1969

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

APR 1 7 1969

In reply refer to: DESR/OASB
Contract/Grant No. OEC-0-8-080800-4492
(010)
Project No. 8-0800

APR 2 1969

APR 2 3 1969

Dr. Ronnie Malcolm Moore
Director, Leadership Training
Department
164 Madison Avenue
New York, New York 10016

Dear Dr. Moore:

It is a pleasure to inform you that the Final Report of your project funded by the Bureau of Research has been accepted by the Office of Education.

This letter of acceptance is authority for you and/or your administrative officer to submit invoices for final payment to the Finance Office. Please refer to the billing instructions for the provisions of payment contained within the contract/grant.

If additional copies of the Report were authorized in your contract or grant document, you may now proceed with their reproduction and/or release as specified.

Copies of your Final Report will be available on microfiche or in hard copy through the Educational Resources Information Center (ERIC) Document Reproduction Service (EDRS). The enclosed brochure describes both of these operations as well as the monthly publication, Research in Education. This periodical will contain the resume of your report and other pertinent information concerning it, including the ERIC Document number assigned (indispensable for ordering purposes) and the cost of reproduction.

We have appreciated the opportunity of working with you.

Sincerely yours,

Arch K. Steiner
Project Officer
Organization and Administration
Studies Branch

Approving Authority:
James P. Steffensen
James P. Steffensen, Acting Chief, OASB
Enclosures

ERIC CLEARINGHOUSE ON TEACHER EDUCATION
1156 Fifteenth St., N.W., Washington, D. C. 20005 ■ (202) 223-9400-Ext. 568

Scope: The preservice and in-service preparation of teachers, supporting school personnel, and teacher educators.

May 9, 1969

MAY 12 1969

Mr. Ronnie M. Moore
Scholarship, Education and
Defense Fund for Racial Equality, Inc.
164 Madison Avenue
New York, New York 10016

Dear Mr. Moore:

This Clearinghouse has received from the U.S. Office of Education your document, Field Research and Development of Materials for 1968 National Conference of School Board Members Serving City and Rural Communities, North and South, to abstract and index for announcement in Research in Education.

On page 5, it states that the SEDFRE Report on the 1967 Seminar for Newly Elected Southern Officials and three SEDFRE how-to manuals are already available in the ERIC system. In order that we may cross-index the documents in our abstract, we would appreciate your sending us the ED numbers of these documents. (We have not beenable to find them in our indexes.)

Also, the table of contents contains references to lists of materials to be developed and assembled, pp. 76 and 77. The document we have, however, ends with page 75. So that the document will be complete, can you send us the missing pages?

We will hope to receive a reply soon and complete processing for the earliest possible edition of RIE.

Sincerely yours,

Dorothy G. Mueller

(Mrs.) Dorothy G. Mueller
Program Associate

DGM:CI

May 23, 1969

Mrs. Dorothy G. Mueller
Program Associate
Clearinghouse on Teacher Education
1156 Fifteenth Street N.W.
Washington, D.C. 20005

Dear Mrs. Mueller:

Thanks so much for your recent note. We do not have the ED numbers of these documents, we had submitted them to the research department of the Office of Education. However, I am enclosing copies of each of the the materials. At some point in the process of the re-writing of the final report we deleted the list of materials to be developed. I am sorry the table of contents still refers to this list.

Sincerely,

Marvin Rich
President

ldb
enc

May 23, 1969

Honorable Jonathan Bingham
House Office Building
Washington, D.C.

Dear Jack:

Can you help us with a problem? We entered into a contract with the Office of Education in July 1968. It was a cost reimbursement contract calling for research from August 20 - October 20. The contract number is OEC 0-8-080800-4492. The final report was prepared and modified to meet relatively minor objections from OE. It was approved April 7, 1969 and the final voucher submitted as of that date. We have not received payment of the $13,659.62 still owing to us. These sums were spent in August, September and October of 1968. Further, we have found it extremely difficult to reach the contract officer so as to find out when we may secure the funds owed to us. We simply are not rich enough to extend credit to the Federal Government. Can you help expedite this payment?

Sincerely,

Marvin Rich
President

ldb

JONATHAN B. BINGHAM
23D DISTRICT, NEW YORK

WASHINGTON OFFICE:
133 CANNON HOUSE OFFICE BUILDING
TELEPHONE: (202) 225-4411

R. ROGER MAJAK
LEGISLATIVE ASSISTANT

JOSEPH E. CASEY, JR.
SPECIAL ASSISTANT

Congress of the United States
House of Representatives
Washington, D.C. 20515

COMMITTEES:
FOREIGN AFFAIRS
HOUSE ADMINISTRATION

DISTRICT OFFICE:
450 EAST FORDHAM ROAD
BRONX, NEW YORK 10458
TELEPHONE: (212) WE 3-2310

STEPHEN BERGER
EXECUTIVE ASSISTANT

SHARON DOYLE SPRING
MANHATTAN REPRESENTATIVE

RECEIVED
JUN 4 1969
SEDF

June 2, 1969

Mr. Marvin Rich
President
SEDFRE
164 Madison Avenue
New York, New York 10016

Dear Marv:

Thank you for alerting me to your problem with the Office of Education.

You will be delighted to hear that the Finance Division has finally approved payment to you and that your check for $11,808.91 will be sent to you as soon as the Treasury prepares it, which should be by June 10th. Although this amount is less than the figure you mentioned in your letter, I understand that the final voucher that you submitted requested only the lower amount.

I hope everything has worked out all right.

Cordially,

Jonathan B. Bingham

JBB:JST

pages 11-16
pages 19-20
p. 27-28
p. 31

SCHOOL BOARD SEMINAR

Scholarship, Education and Defense Fund For Racial Equality, Inc.

Airlie House Warrentown, Virginia

August 17 - 20, 1967

- - - - - -

THE HISTORY AND DEVELOPMENT OF SCHOOL BOARDS

by

Aaron Brown

Assistant to the Provost
Urban Educational Opportunities
Professor of Education
Long Island University
Brooklyn, New York

Member,
New York City
Board of Education;
Vice Chairman, Council
Large City Boards of
Education

August 17, 1967

THE HISTORY AND DEVELOPMENT OF SCHOOL BOARDS

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I

INTRODUCTORY STATEMENT

Although August is my month for vacation, I could not resist the invitation to participate in this Seminar.

I congratulate The Scholarship, Education and Defense Fund for Racial Equality, for its significant works. Too, I commend you who are in attendance.

I wish to make it clear that what I shall say comes from my experience and training. I am not speaking for any of the organizations with which I am connected.

There are many topics I could discuss with you, such as the unique responsibilities, duties and functions which society has placed on the shoulders of the contemporary Negro school board member. Too, I teach a course in Current Issues in Public Education and another dealing with the newer techniques in dealing with the underprivileged - both are excellent topics for this Seminar.

As I studied the tentative program, I was made aware that many of our current problems will be discussed. Therefore, I shall stick to my assigned topic. Since we cannot change the history of school books, most of my remarks will deal with today and some suggested approaches for the immediate future.

Much more, I hope, will result from our scheduled period for questions and answers. Here it must be said that I will not have all of the answers. We must together try to arrive at some suggestions for meeting and solving our common problems.

I am taking the liberty of expressing greetings from Long Island University, especially from our Division of Teacher Education of the Brooklyn Center. LIU is a multi-campus university with approximately 18,000 students.

I am sure my eight colleagues on my Board would wish me to express their hope that this Seminar will be most helpful and successful in every way. Our New York City School Board is responsible for 1,100,000 children who are being taught in 870 public schools by 54,000 Teachers. So you can easily understand that we are confronted with every problem in the Book.

My presentation contains a selected Bibliography of 40 references which I am sure you will find useful.

After my remarks, please let us all make this session a highlight of this four-day Seminar for School Board Members.

II

Brief Historical Background of School Boards

The important and determining facts of public school board history are well documented. Most of the events in that history are well known and, therefore, I shall not dwell long in discussing them. For those who wish more details, it is suggested that the selected bibliography at the end of this paper be carefully studied.

A few sources are being drawn upon for this section of my presentation because it is thought that they best state the essential facts in the history of public school boards.

The February, 1967 issue of The National School Boards Association's Information Service Bulletin carried the title "School Boards - A Proud Heritage" and gives a succinct historical background:

> "The American tradition of free schools for a free people has its roots in New England, where the Massachusetts Bay Colony took the first steps toward development of public education and of schools governed by lay citizens. Ellwood Cubberley states: 'Of all those who came to America during the early period, the Puritans who settled New England contributed most that was valuable for our future educational development, and established in practice principles which have finally been adopted generally by our different states."
>
> "The result was the now-famous Massachusetts Law of 1642 that established the rights of the government to demand universal literacy. Under this law, town officers were empowered to compel parents to teach their children to read and understand the principles of religion and the capital laws of the country. Those who disregarded this responsibility - an obligation which was subject to investigation by town officials - could be fined for not complying with the provisions of the law."

> "Five years later, in 1647, the Massachusetts Bay Colony passed the Old Deluder Law which set up a school system and established the right of the State, acting as a servant of the Church, to require compulsory schools for the young. The law contended that Ye Old Deluder, Satan, had been keeping men from knowledge of the scriptures and that education was necessary to combat this threat."
>
> "In noting the significance of these two laws, which became the basis for legislation in all the other New England Colonies, Cubberley states: 'It can safely be asserted that the two Massachusetts laws of 1642 and 1647 represent not only new educational ideas in the English-speaking world, but that they, together with the laws of 1634 and 1638 providing for the equalized and compulsory taxation of all for all town charges, also represent the very foundation stones upon which our American public school systems have later been constructed."

The Bulletin draws heavily upon Ellwood P. Cubberley's Public Education In The United States, Boston, 1962.

School Boards, March, 1967 carries a feature article by Lavier L. Staven, Professor of Education at Fort Hays Kansas State College, which bears the title "School Boards: An American Invention". One excerpt from this significant article seems appropriate:

> "In the United States, it is possible for almost any American adult to become a member of the public school board in his town. School board membership is an American idea, an American invention. The unique feature is that the people make decisions which affect, influence, and direct the education of children and youth."
>
> "France has a National Minister of Education in charge of its public schools. He dictates what subjects Pierre will take and plans all of his daily lessons. The National Minister knows, for example, that at 9 a.m. on any given Monday morning Pierre and his classmates in all of France will be reading from the same page in their readers. Uniform, bureaucratic, centralized control typifies the organizational structure of education in France and many other foreign countries."

Keith Goldhammer's The School Board includes seven chapters, beginning with "The Historical and Legal Foundations of the American School Board" as the first chapter. This 114 page book, to me, is among the best recent publications dealing with the topic under discussion. I recommend it highly because it deals with our current problems such as "Community Relations", "School Board and Superintendent Relations", "The Decision Making Process", etc.

Goldhammer says:

> "The school board (or-as it may variously be called- the school committee, the board of education, school trustees, or board of trustees) is the governing board of the legal governmental entity known as the school district. Since most of the fifty state constitutions require that the legislatures provide for the establishment of a system of schools in the states, the legislatures have had to develop a means for the effective conduct of educational affairs and the governance of public school programs. In most states, the pattern which prevails is that established in colonial times, particularly in New England, for the delegation of the state's responsibility to specially created, local subdivisions. These local subdivisions (or school districts) exist for only one express purpose: to provide for the maintenance of the public schools in the area subject to their jurisdiction."

The New York State School Boards Association, of which I am a Director, has compiled a list of important events in the history of school boards. A few of them are:

1633	New York	- first public school in America was established by the Dutch in New Amsterdam.
1642	Massachusetts	-required that all children be taught to read and directed town officials to ascertain if this was being done ("Massachusetts law").

1647 Massachusetts - required each town of fifty households to appoint a teacher and provide for his wages as they might determine; towns of one hundred households were required to provide a (Latin) grammar school to prepare youths for the university ('Deluder Satan Law').

1654 Massachusetts - selectmen were given the responsibility for supervising the character of the teachers.

1693 Massachusetts - selectmen and the towns were given the power to levy taxes for support of schools.

1766 Connecticut - towns were allowed to divide into school districts, elect school trustees, levy school district taxes and select a teacher.

1784 New York - the legislature created the University of the State of New York and provided State Funds to help support public schools.

1826 Massachusetts - each town was required to elect a separate school committee to have the 'general charge and superintendence of all the public schools' of the town. By this law, all responsibility for the schools in Massachusetts passed from the Selectmen to the school committee.

1842 New York - the provisions of the common school law were extended to New York City creating a Board of Education and the other machinery necessary to the operation of public schools. This is the first use of the term "Board of Education" in New York State Law.

1853 New York - the Public School Society of New York turned over to the New York City Board of Education seventy-eight schools and property valued at nearly $500,000.

III

The Development And Present Status of School Boards

The Dictionary of Education defines a school board as follows:

> "School Board: the school district agency created by the state, but generally popularly elected, on which the statutes of the state or commonwealth place the responsibility for conducting the local public education systems; individual members have no authority unless it is delegated to them, power being vested in the board only when it acts as a body; control is exercised through vote by which administrative officers are selected and discharged and rules, regulations, and policies are established; the board usually has power to levy local taxes for education either after the approval of other governmental agencies or independently. See board of control; board of education; board of trustees; governing board; school committee.

There are two types of Boards:

> "Board of Education, independent: a board of education that has the power to decide on budget items or the amount of money to be raised for educational purposes, its decision not being subject to veto or modification by a governmental official or reviewing body, but usually subject to a hearing before the citizens of the school district governed by the board.
>
> and
>
> Board of Education, dependent: a board of education that has its budget or determination of the amount of tax to be levied for educational purposes subject to revision or veto by another government authority such as the city council, mayor, budget director, board of finance, or county board of review."

There are two major methods of school board selection: Election and Appointment. The elected boards are 86% of the total, while the appointed boards number 14%. The latter are appointed in several ways. The large cities tend to have a larger percentage of appointed boards than the small districts.

The number of school boards has decreased steadily. As examples:

Year	Number of Public School Boards
1932	127,649
1953	67,075
1961	36,402
1966	24,000
1967	23,740 (estimate)

These figures change regularly because of consolidation and other factors.

The size of school boards is an interesting development. This topic is treated in Charles E. Reeves' book School Boards: Their Status, Functions and Activities. (New York: Prentice-Hall, Inc., 1954, p. 27-30.) Here are a few excerpts:

> "In 1849, Boston had 214 members, elected by wards, on its various committees in charge of primary and advanced schools. In 1875, there were 116 members; this number was reduced to 25, including the mayor. In 1906 the number was further reduced to five members."
>
> "In a 25-year period, from 1904 to 1929, the average reduction in the size of school boards was 50 per cent. In 1902 the average size of school boards in cities above 100,000 population had declined to 14 members; by 1917, to 10 members; by 1927, to 8 members; and by 1945 to 7 members."
>
> "A study of school districts in 1,892 cities,made by the National Education Association, showed that 40 per cent of the school boards had 5 members and 88 per cent had from 5 to 9 members. The average number of school board members in school districts of cities of more than 500,000 population was 9.9; in cities from 100,000 to 500,000 population, 6.9; and in cities from 30,000 to 100,000 population, 7.0. School systems in still smaller school districts usually had either 5 or 7 members. The prevailing size of school boards seems to be 5, 7, or 9 members, except in very small population school districts where it is often 3.

> "Boards of 5 to 9 members have the advantage of furnishing the opinions of a number of persons; yet they are not so large as to make the dispatch of business difficult."

Today there are many books, journals, workshops, institutes, etc. designed to aid the public school board member to be more effective. Two such publications are referred to here as examples:

> "A small book (118 pages) entitled Boardmanship: A Guide for the School Board Member (1955) has many helpful suggestions which are appropriate for today although they were made more than twelve years ago. For example, "What It Takes To Make A Good Board Member"--You must possess and strive to develop a number of specific personal qualities and attitudes.
>
> You could add to this list, but the following are essential:
>
> 1. A sincere interest in public education and an abiding faith in its contribution to our democratic way of life.
>
> 2. A knowledge of the community which the school system is designed to serve.
>
> 3. A broad-minded and open-minded attitude, together with the ability to think independently, to rely on fact rather than prejudice, to hear and consider all sides of controversial questions.
>
> 4. A deep sense of loyalty to associates and to group decisions cooperatively reached.
>
> 5. A sense of humility, tact, and a real interest in people.
>
> 6. A willingness to work through defined channels of authority and responsibility.
>
> The good school board member, like the good teacher, realizes the continuing need for growth in service.
>
> The school board member must use all possible resources to increase his knowledge of the schools and their needs. In addition, the following suggestions have proved of value:

"1. Belong to and participate in county, state, and national school board associations.

2. Visit your local and neighboring schools. Good teachers do not resent your friendly interest in classroom procedures. They welcome it.

3. Establish and use a professional library or board members' bookshelf.

4. Study the reports of the superintendent and his staff.

5. Study any available reports of local community surveys or planning commissions.

6. Attend P.T.A. meetings, school activities, faculty meetings, etc."

"From: What Every School Board Member Should Know, State Federation of District Boards of Education, New Jersey, 1958, pp. 9 and 10.

HERE'S WHAT A GOOD MEMBER DOES

Eighteen practices are rated very desirable by successful board members. The best board members, they say:

1. Recognize their responsibility is not to run the schools, but to see that they are well run.

2. Work through the properly appointed administrative officers according to the organization as planned.

3. Function as a part of a policy-forming and control board rather than as part of an administrative board.

4. Familiarize themselves in a broad and non-technical manner with the problems of the school system.

5. Refer, as far as possible, all complaints and requests to the appropriate administrative officer.

6. Try to interpret to the school staff the attitudes, wishes, and needs of the people of the district, and try to interpret to the people the needs, problems, and progress of the schools.

7. Voice opinions frankly in board meetings and vote for what seems best for the children of the district.

8. Recognize fully that the appropriate administrative officer is entirely responsible for carrying out a particular policy in accordance with State law and local regulations.

9. Help to frame policies and plans only after considering the recommendations of the appropriate administrative officer, together with his reasons for making such recommendations.

10. Require oral and written reports for the purpose of keeping the board properly informed on school matters.

11. Give all school officials authority in keeping with their responsibilities.

12. Vote only for the best-trained technical and professional employees who have been properly recommended by the appropriate administrative officer.

13. Maintain harmonious relations with other board members when harmonious relations are consistent with their obligations to the schools.

14. Visit the schools to gain clearer understanding of school problems, but not to interfere in the day-by-day administration of the schools.

15. Establish criteria for evaluating the efficiency of the administrative officers.

16. Present personal criticisms of school employees only to the appropriate administrative officer.

17. Support and protect school officials in the performance of their duties.

18. Give friendly counsel and advice to the administrative officers.

A GOOD MEMBER AVOIDS THESE PRACTICES

Boards often create their own problems. Experience has shown that board members lose effectiveness to the degree that they:

1. Interfere with the day-by-day routine details of school administration and supervisions.

2. Refuse to support worthwhile school programs because of personal reasons.

3. Show favoritism to relatives or friends.

4. Make promises and commitments before the questions are fully discussed in the board meetings.

5. Join a clique to control board action.

6. Use board membership for political or business advancement for themselves, their families, their relatives, or their friends.

7. Indulge in petty criticism of the administration of their schools.

8. Divulge confidential information.

9. Assume authority in school matters when the board is not in session.

10. Accept gifts from school suppliers or contractors, or make personal purchases through the schools to gain advantage of the school discount."

In any discussion of the school board, one must keep in mind its raison d'etre which is to provide an effective Teaching-Learning situation. This function has many implications. For example, to have good teaching there must be prepared teachers, effective professional leadership, adequate and appropriate teaching materials, etc. Cubberley said "As Is The Principal, So Is The School". But, his statement and his writings make plain the essential role of the teacher.

Many board members are beginning to be seriously concerned about the preparation of teachers - especially those who are to teach in underprivileged areas of the district. At this point, reference to the Nation's Schools (Board Member Edition) July-August, 1967, seems timely. The lead article - "Can't Anyone Change The Way Teachers Are Taught?" - says in part:

> "If superintendents and school board members want a better product from institutions that prepare teachers, they need to pay more attention to what is happening today within those training institutions.
>
> Schools or departments of education frequently are the stepchildren of the university campus dominated by the liberal arts. If you don't believe it, look at how poorly the education department is equipped and how inadequately housed. Observe how meager is the budget compared with funds available for some of the other disciplines. Note particularly how it lacks the staff and space for the clinical approach to teacher training and for the development of internships and workshops. In many instances it lacks facilities for students (as future teachers) to get acquainted with TV or other audiovisual media, or to obtain experience in group dynamics, or to learn new ways for the grouping of children and the practical operation of team teaching. And how it shies away from any discussion of professional ethics or professional negotiations that would offend teacher associations or teacher unions!"

Board members and others who desire more competent teachers need answers to the following questions:

> 1. Does teacher education really study the child as an individual and also as a member of a socio-economic group?
>
> 2. Will these future teachers visit schools, see what they are like today, and notice the variety of problems and programs?
>
> 3. Are teacher training institutions doing anything with simulation?
>
> 4. Does the undergraduate program of the prospective teacher include internships in public or private school systems?
>
> 5. Does the university's budget provide for improving the quality of teacher education, or does most of the money go for a bigger campus to compete with other universities in the battle for size and public recognition?"

There are several other major issues which public school board members are facing today, among them:

1. The "gray-areas" between policy-making and administration.
2. Quality-integrated education.
3. The impact of Federal aid and foundation grants.
4. How to have the public understand that the expenditure for education must be substantially increased. This increase should not be viewed as expenses but as necessary investments in the future citizens for our democratic society.
5. Teacher negotiations.
6. Relationships between public and private schools.
7. The role of the Junior College. Is it the 13th and 14th years of secondary education, or the Freshman and Sophomore years of college?

There are five levels of control over school boards:

(1) the state constitution

(2) legislative enactments (statutory law)

(3) the rules and regulations of the state board of education,

(4) decisions of the courts, and

(5) societal demands.

At present, there are approximately 119,000 persons serving on 23,740 public school boards of education. They serve 43 million elementary and secondary public school children.

According to a recent (1966) Gallup Poll, the present composition of Public School Boards of Education is as follows:

Age	Percent
Under 30 years	*
30-39 years	12
40-49 years	47
50-59 years	29
60-69 years	10
70 and over	1
	100

Male	80 Percent
Female	20 "
	100

*Less than 1%.

The last grade or class completed in school:

	Percent
Grade School	2
High school incomplete	3
high school graduate	18
college	76
undesignated	1
	100

Occupation	Percent
Professional & Business	65
White Collar	9
Farmers	4
Manual workers	4
Non-labor force	17
Undesignated	1
	100

Number of Years on Board of Education	Percent
1 - 5 years	50
6 --10 years	33
11 - 15 years	12
16 - 20 years	2
21 - 35 years	2
26 - 30 years	1
31 - 49 years	*
Undesignated	*
	100

*Less than 1%

IV

A Few Thoughts On The Future Challenges and Opportunities Of Public School Boards

A 64 page booklet - The Shape of Education For 1967-68 - by the editors of Education U.S.A., carries 14 of the most important articles which predict what the future of education may be. The first article, "Educating the New World, Bravely", begins:

> "Think of it - 241 million people, almost all living in metropolitan areas . . . . an average educational attainment level that will be beyond the high school, a doubling of the current water and air pollution (unless drastic steps are taken), a master international communications system, 'automatic' highways, and everything man knows stored on computer tape."
>
> "Most Americans living today will experience this brave new world-it is just around the time corner in 1980. And these predictions are not from the imaginations of science fiction writers, but the careful research of experts who are participating in a unique and tremendously important project that is designing education for this future."

Among the complex problems which school boards must solve in the near future are: How to establish and maintain a cooperative relationship with other community agencies which are concerned with schools; the role of Action Research, Experimentation and Innovation in the improvement of instruction; Accountability to the public for educating all students to their maximum potential; How to involve the family and other adults in continuing education activities; How best to group and classify pupils; How to prepare students to intelligently deal with social issues and the ills of our society.

This brings us to the question of whatare the purposes, goals and objectives of public education. Board members must have a clear understanding of what they want the schools to accomplish. What outcomes are expected and the best procedures for realizing them, must be kept in proper focus by Boards of Education as they carry out their policy making function. The future will require more, because of the growing number of pressures on the public schools.

The New York State School Boards Association, in its "Statement of Policies For School Boards", lists seven purposes of education:

> "1. Children must have a broad command of the basic skills.
>
> 2. Children must develop the beginnings of specialized competencies.
>
> 3. Children must learn moral values.
>
> 4. Children must develop as an integral part of home, family and community.
>
> 5. Children must learn the economic facts of the free enterprise system.
>
> 6. Children must learn to use leisure wisely.
>
> 7. Children must learn to be good citizens."

There are many sign posts for future education. One such set of directions are found in the Report of the Cubberley Conference, held at Stanford University in July, 1966, which used the theme "School Boards In An Era Of Conflict". Among the many ideas presented at the Conference, the following eight stand out:

"1. Conflict, successfully managed, signifies a healthy school board.

2. The public is uninformed about the role and limitations of school boards, as are board members themselves.

3. State laws should define in detail the responsibilities of school administrators.

4. Boundaries in urban areas should be redrawn to include both urban and suburban children.

5. City schools need massive funds for compensatory education, but school boards have not been in the forefront of the campaign for aid.

6. Boards, which must face sharing decision-making with teachers, need to learn and use managerial techniques in collective bargaining.

7. Good boards will provide a good superintendent with 'running room'.

8. Federal aid has increased the power of the superintendent and decreased that of the school board."

Dr. H. Thomas James, Dean, School of Education at Stanford, was the Host of the Conference. I shall refer to him again later in this paper.

May I make a few more statements regarding Teacher Education. James B. Conant, as most Board members know, is influencing many trends, changes and innovations in American Public Education. His book The Education of American Teachers (McGraw-Hill, New York,1963, 210 pp.) makes many recommendations which require action by Boards of Education. For examples:

1. Cooperating teachers in practice teaching-Public school systems that enter contracts with a college or university for practice teaching should designate, as classroom teachers working with practice teaching, only those persons in whose competence as teachers, leaders, and evaluators it has the highest confidence, and should give such persons encouragement by reducing their work loads and raising their salaries.

2. Initial probationary period of employment - During the initial probationary period, local school boards shall take specific steps to provide the new teacher with every possible help in the form of: (a) limited teaching responsibility; (b) aid in gathering instructional materials; (c) advice of experienced teachers whose own load is reduced so that they can work with the new teacher in his own classroom; (d) shifting to more experienced teachers those pupils who create problems beyond the ability of the novice to handle effectively; and (e) specialized instruction concerning the characteristics of the community, the neighborhood, and the students he is likely to encounter.

3. Revision of salary schedule by local boards - School boards should drastically revise their salary schedules. There should be a large jump in salary when a teacher moves from the probationary status to tenure. Any salary increments based on advanced studies should not be tied to course credits earned (semester hours), but only to the earning of a master's degree, based normally on full-time residence or four summer sessions in which the program is directed toward the development of the competence of the teacher as a teacher. Such a salary increment should be made mandatory by state law.

4. Financial assistance to teachers for study in summer schools - School boards or the state should provide financial assistance so that teachers may attend summer school after enrolling in a graduate school for the purpose of completing a program of the type described below.

5. Leaves of absence for further education of teachers - School boards should provide leaves of absence with salary for a full-time semester residence at a university to enable teachers to study toward a master's program, provided this program is designed to increase the competence of the teacher; state funds should be available for this purpose.

6. In-service education of teachers - To insure that the teachers are up to date, particularly in a period of rapid change (as in mathematics and physics), a school board should contract with an educational institution to provide short-term seminars (often called workshops) during the school year so that all the teachers, without cost to them, may benefit from the instruction. Such seminars or workshops might also study the particular educational problems of a given school or school district. (No credit toward salary increases would be given.)

As Vice Chairman of the Council of Large City Boards of Education of the NSBA, I am deeply concerned about the mounting problems in our cities.

The large cities are reaching a crisis point in financing their public schools, according to a three-year study completed in 1966. The study was under the direction of Dr. H. Thomas James, School of Education, Stanford University, a recognized authority on school financing.

The nation's big-city school systems are caught in a double bind of increasing pupil-load and decreasing revenues that will soon reach the crisis point unless the trend can be halted or reversed.

> "Local taxpaying ability is the most important determinant of social policy in American cities... Until we find the means to reverse that equation, and let social policy determine the resources to be allocated to education, we face a rising sea of troubles in our cities."

The three-year study of the financial support of education involved 14 cities: Baltimore, Boston, Buffalo, Chicago, Cleveland, Detroit, Houston, Los Angeles, Milwaukee, New York, Philadelphia, Pittsburgh, San Francisco and St. Louis.

It was found that the quality of education in any given area depends on what is demanded and what can be afforded, not on what is needed or what is ideally desired.

The flight to the suburbs by those who can afford it; the crowding of the poor and the uneducated into slums; the tendency of assessors to over-assess business and industrial property and under-assess owner occupied residential property, all bear on the problem.

> "Further complicating the efforts of the city school systems to improve education in the poorer neighborhoods is the decline in the ability of most of our cities to support the cost of all costs of government services, let alone education."
>
> "The ability of cities to support public education, is weakened by two additional factors: (1) the proportion of local government revenues devoted to municipal or county government, and (2) special state-imposed restrictions on urban property tax levies."
>
> "In our society, the educated are capital assets to a community and the uneducated are liabilities. It is when the educated . . . leave the city, subtracting their productive skills and their cpaital wealth . . . that the city is weakened."
>
> "If, for each educated person it loses, the city must accept in exchange an uneducated person, the decline of the city is inevitable."
>
> "The big-city schools cannot be charged with the responsibility for this unfavorable balance of trade in human capital, for the graduates of the city schools are numerous among the privileged who have left the city, and are numerous among the privileged who remain. Rarely are the under-privileged numbered among the graduates of the city's schools, or among the children of graduates."
>
> "Yet the fact remains that the proportion of adults with less education than the state median are increasing in the cities, and that decay and danger are accompanying that increase", James concluded.

Last week I participated in a Panel of Six representing the National School Boards Association before the Senate Sub-Committee on Education, regarding changes in the Elementary-Secondary Education Act. The Chairman of the Committee is Senator Wayne L. Morse, Oregon, who delivered a major address at our Annual Meeting of the NSBA in Portland, Oregon in April of this year. Our theme was "School Boards: A Creative Force", and Senator Morse spoke on the subject "Responsibility For Education". Two excerpts from his address have implications for this Seminar:

"Here is one senator who who have it no other way. Here is one senator who has insisted in each and every educational bill that he brought to the floor of the Senate that it contain language similar to the following.

> 'In the administration of this Act, no department, agency, officer, or employee of the United States shall exercise any direction, supervision, or control over the personnel, curriculum, or program of instruction of any school or school system of any local or State educational agency, or require the assignment of transportation of students or teachers in order to overcome racial imbalance'".

"I do not often quote from administration justification for proposed legislation, but I shall make an exception in this case, because the thrust and intent of the authority is spelled out in a manner which, I think, should be of comfort to you.

The excerpt reads:

> 'If the evaluation and planning of education programs is to be effective, it must be carried out close to the people to be served by those programs. The American system of education is founded on the principle of State and local control. The responsibility for educational planning, therefore, rests at the State and local levels. State educational agencies now set standards for our schools and qualifications for our teachers. Local schools are directly responsible to local school boards. The best planning - that which will be most responsive to the needs of the persons to be served - must be carried out at the State and local levels.
>
> 'If State and local educational agencies are to continue to carry out their present role in educational planning and if the administration of Federal educational programs is to reflect the intent of Congress, the Federal Government must share some of the burden placed on those agencies. This can be done by assisting them in developing comprehensive systems of planning and evaluation which will aid them in meeting educational goals at all levels of education, from preschool programs through postgraduate education.'"

The 1968 NSBA Convention will be held in Detroit, March 30-April 2, and the topics for discussion reflect what problems School Board members will be dealing with in the future:

The subjects are classified under (8) eight major headings and 72 sub-topics. The range of sub-topics is from 5-16; the smallest number under "Guidance" and the largest under "Curriculum".

The eight major headings and a few of the sub-topics are:

I. Board Responsibilities and Functions (13 Sub-Topics)

Working with interested citizens' groups for school improvement.

Priorities - establishing goals for schools.

Workshop for new school board members.

Informing the community about school needs and activities.

Evaluating the school program.

Financial problems and taxes.

II. Social and Political Issues (9 Sub-Topics)

Relationships between public and non-public schools.

Responsibilities of schools for the solution of social problems.

Federal, state and local responsibilities for supporting education.

De facto segregation and education.

III. Legislation (9 Sub-Topics)

Economic Opportunity Act of 1964

Elementary and Secondary Education Act of 1965

Significant state legislation for teacher-board negotiations

The Civil Rights Law

IV. School Organization and Instruction (8 Sub-Topics)

The ungraded school

The year-round school

School district organization

V. School Curriculum (16 Sub-Topics)

Programs for the gifted

The Community school concept

Educating the Disadvantaged

Sex Education

Teaching about controversial subjects

Guidance

VI. School Facilities and Equipment (6 Sub-Topics)

New concepts in school design

Automated vending for lunch programs

The use of teaching machines

The place of educational television

VII. Clinics for Special Groups (5 Sub-Topics)

Big City Board Members' meeting

Meeting for school board attorneys

Meeting for board secretaries

VIII. Board of Education - Professional Staff Relationships (6 Sub-topics)

Collective bargaining and professional negotiations

Evaluation of instructional personnel

Teacher education and boards of education

Teacher supply and recruitment practices

V

SOME UNAVOIDABLE CONCERNS CONFRONTING CONTEMPORARY NEGRO SCHOOL BOARD MEMBERS

It is a fact that Negroes who serve on Boards of Education, whether elective or appointed, are confronted with issues and problems which are frustrating to say the least. The Negro Board member is not militant enough for his people while others often accuse him of being too militant and defending the shortcomings of his people. We must face these issues and not act as if they do not exist.

I shall not say very much about this area of our concern for there is a scheduled speaker who will deal specifically with the challenges, opportunities and problems of the Negro on the school board. However, I shall mention a few evidences of my position.

First, we must recognize the fact that we represent all of the children but at the same time we recognize that our children, for many reasons, need more attention than they are receiving. Daniel Patrick Moynihan, in his book The Negro Family, The Case for National Action, (78pp), Office of Policy Planning and Research, United States Department of Labor - March, 1965, gives information which we should study carefully. We cannot ignore his data.

There are several examples which come to mind which we as Negro Board members must show greater concern in finding solutions:

1. How to get Negro male principals in integrated schools.
2. How to have more Negro male teachers in disadvantaged schools.
3. How to have schools named for outstanding Negroes in schools where large numbers of white students attend.
4. How to secure and use more instructional materials which give the Negro child a better image. These integrated materials are also good for the white child.
5. When the Negro school is closed for integration purposes, give the Negro principal and teachers fair chance to head and teach in the new integrated schools. (This has deep implications for Negroes to be well prepared for such consideration).

No one can deny the existence of a serious racial problem in our schools and communities. At the February, 1967, Annual Convention of The American Association of School Administrators, one of the best attended Panels was "School Administrators Assess School Racial Policies". The Panel included the State Commissioner of Education of New York, The Executive Director, Education Commission of the States (former Cincinnati, Ohio

Superintendent), the Superintendent of Atlanta Schools, and a Staff Director of the U. S. Commission on Civil Rights. The Panel made it clear that the problems were urgent and complex and that a more democratic approach must be made in seeking solutions.

The Negro Teachers Association of New York City has made it clear that it will fight to keep the Ghetto schools open and that their members will not strike or resign. This is in opposition to the position of the United Federation of Teachers.

A Negro State Senator of California and the President of the Borough of Manhattan,also a Negro,are Co-chairman of a conference of all Negro elected public officials to be held in Chicago the last week-end next month, September. Such a meeting was held in Chicago on July 29, 1967 which was attended by Negro elected public officials from eleven states for the purpose of coming to grips with meeting the responsibilities of their constituencies as they relate to causes of recent economic troubles in the country.

We are aware of the public statements by such outstanding persons as Roy Wilkins, N.A.A.C.P.; Whitney Young, Urban League; Dr. Martin LUther King and A. Philip Randolph. We may have missed the three following ones about the recent Riots:

1. Vice President Humphrey said on July 26, 1967:

> "the United States must build social programs to meet the needs of America's 'left out' citizens as its 'best defense against unrest and violence' across the country."
>
> "Contrary to what extremists on the other side of the fence are saying, our disadvantaged Americans are prepared to take advantage of opportunities provided for them."

2. The President of the National League of Cities - Mayor Harold M. Tollefson of Tacoma, Washington:

> "We must avoid the temptation to look for simple explanations or scapegoats for racial unrest and violence."

3. Sargent Shriver, Director, Office of Economic Opportunity, in an interview over the Mutual Broadcasting System last month said in part:

> "From my experience the only genuine, the only permanent answer to preventing riots is to attack the causes which produce riots. First of all, when we overcrowd people into specialized areas or specific areas of a city, we're in trouble. When we don't have jobs for those people or job training for them, we're in trouble. When they've got poor housing, when they've got overcrowded schools, when for example, they're on double shift, when there's nobody from the so-called 'establishment' talking to them, listening to them, actually, doing things with them -- not for them, but with them -- then we're in trouble.
>
> "I don't know of a case so far where a riot occurred where these conditions which produce riots didn't exist before the riot."

A final example - two Negro Board members (Los Angeles and San Francisco) saw the need for Negro Board members who attended the N S B A Convention in Portland last April to have a closed meeting. Many statements were made to justify such meetings to discuss the common Problems of Negro Board members.

After all is said, we are in the best position to do the following:

1. Let the public know that most of our white colleagues on our Boards are interested in equality of education for all children regardless of race.
2. We can convince our Negro Parents to keep their children in school and see that they do better school work.
3. We can request our Negro Parents and ministers to place more emphasis upon education, respect for authority, less loudness, more courteous actions, etc.
4. Stop defending all of the behavior of our people.
5. Reflect good human relations in all of our own actions.
6. Try to get our ministers to be more consistent regarding integration; church as well as the school. ✓

Yes, I am convinced that as Negro Board members we have many challenges, opportunities and obligations which we must face in a spirit of objectivity and good will. We must do this and let the chips fall where they may.

VI

Concluding Statement

The School Board, as a policy-making body, must keep in mind four developments which make the role of the chief administrator much more difficult:

1. The deterioration of the inner city. (Most disadvantaged children live there.)
2. The shifting character of the population. (Large immigration of the poor, under-educated, and displaced by automation, with no saleable skills.)
3. Changing profile of the student population. (Segregated schools, mobility of the poor families, welfare recipients, poverty, etc.)
4. The pressures from parents to exert greater control over the schools.

The Cleveland, Ohio Inner City Action Committee, in its Report on Education (1966), makes this timely statement:

> "While school districts are, by law, structural entities, and school boards have a high degree of autonomy within districts, they cannot, in fact, be isolated from the communities of which they are a part. They reflect community characteristics; they are affected by community problems; the solutions of their own problems, moreover, are related to the solutions of problems in other urban areas. A school system, therefore, is barometric by nature, affected by and responsive to every shift in the community's social, economic, and political climate."

Many people believe that the School Board's Decision-Making role is being eroded from many angles. They list among the threats to the Board's authority the Federal government, State limitations, involvement by local, civic and political leaders, community pressures, foundations and the professional staffs.

Robert C. McKean, in the July, 1967 issue of School Boards, deals with this problem. A few excerpts are appropriate:

> "At the present time, it seems clear that the traditional decision-makers in the local districts, the school board and administrators, are losing the initiative. Moreover, this loss may well be through default. Because the schools in many districts have been content to move too slowly or not at all, other pressures from a variety of sources have built up so that now many curricular decisions, for example, seem to be made defensively on the basis of expediency."

Today other influences, outside the normal power framework, are effecting changes of great significance in the schools. Burton R. Clark, University of California sociologist, points out a dramatic illustration of one such pattern:

> "The Physical Science Study Committee (PSSC) was a private, voluntary committee which set out to work to remedy what was felt to be a dangerously poor level of physical science instruction in the public schools. This group received financial support for its work by the federal government through the National Science Foundation.
>
> "The PSSC effort resulted in the preparation of texts, homework assignment, lab guides, films, teachers' guides and tests. These were given to a textbook publisher in 1959-60. The National Science Foundation supported summer institutes which sent out teachers with missionary zeal. By this pattern of moves, great changes were made in the public schools within a very brief time. By 1963-64 it was discovered that 40-50% of students taking high school physics were studying the new materials."

Thus a pattern of influence was set in motion from the top by a national private committee.

The process of decision-making in the local schools must be improved. At the present time, the research from behavioral sciences and industry, as well as that which has been carried out in school settings, indicates conditions which are essential to improved educational decision-making. A set of guidelines may be formulated:

a. The decision-making process should involve meaningfully those who will be affected by the decision.

b. The process should secure the services of those best qualified to make the decision.

c. The relevant data must be available to the decision makers.

d. During the process, the probable outcomes and consequences of various alternatives should be predicted and evaluated.

e. The decision-making activity should contribute to the implementation of the decision.

f. The process should be relatively efficient, with minimal wastage of time and effort.

g. The decision-making procedure should constantly seek to move beyond the merely expedient toward the optimum decision.

If the Board of Education will not or cannot improve its decision-making processes so that the school program may adjust and adapt to changing conditions, then it seems certain that outside forces will step into the void.

The New York State School Boards Association, Inc. says it this way:

> "Public schools are a vital protection for our American way of life. Every pupil should have a clear understanding of our national ideals and a vital experience in democratic living. The educational program should promote understanding where misunderstanding prevails; a genuine respect among groups differing along racial, religious, political and economic lines; provide a school life so dedicated to American ideals as to lead to a just and enduring peace, and a program leading to an understanding of and cooperation with other nations."

Finally, I close with a statement by that great educator, John Dewey:

> "What the best and wisest parent wants for his own child, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy."

Dr. Aaron Brown
(Long Island University)

Dr. Brown was appointed a Member of the New York City Board of Education April 25, 1962, for a seven-year term.

Born in Pensacola, Florida, Dr. Brown is one of eleven children of the late Dr. and Mrs. Aaron Brown. He is married to the former Martha Ivory of Memphis, Tennessee. They have three children and four grandchildren.

Dr. Brown was Educational Projects Director of the Phelps-Stokes Fund for eleven years. In this capacity, he conducted several foundation-supported projects for the improvement of instruction. He was Chairman (1964-1965) of the Conference of Large City Boards of Education of New York State - - "The Big Six", (Albany, Buffalo, New York City, Rochester, Syracuse and Yonkers). Dr. Brown is on the Executive Committee of the "Big Six" and an Ex-Officio Member of the Board of Directors of the New York State School Boards Association. He is Vice-Chairman of the Council of Large City Boards of Education of the National School Boards Association (44 Cities of 300,000 population and over)

On July 1, 1965, Dr. Brown became a Special Assistant to the Provost for Urban Educational Opportunities and Professor of Education at Long Island University, The Brooklyn Center.

Dr. Brown has taught in high schools and colleges. He has served on all levels of educational administration: - - department head, principal, registrar, dean, and college president. From 1943-1954, he was president of the Albany State College, Albany, Georgia, where adult education projects, summer school programs, science projects and community-related activities, among others, were conducted under his leadership.

He has studied education in England, France, Germany, Sweden, Russia and East Africa. He holds the A. B., A. M., Ph. D., LL. D. and D. Litt. degrees. The A. B. was earned at Talladega College and the A. M. at Atlanta University. His Ph. D. degree was earned at the University of Chicago. Two honorary degrees were awarded in 1954 and in 1965 by Lane College of Jackson, Tennessee and Livingston College of Salisbury, North Carolina. He has received National Alumni Awards for outstanding Civic Service from the University of Chicago, Atlanta University and Talladega College.

Dr. Brown is a member of several civic, religious and professional organizations. They include: Life member of the National Education Association; Life member of the American Teachers Association; Phi Delta Kappa (National Education Fraternity); Alpha Phi Alpha Fraternity; Sigma Pi Phi Fraternity; Thirty-third Degree Mason; Member of the Borough President's Action Committee; Board of Advisors, Y. M. C. A.; Chairman of TRY (Training Resources For Youth, Inc.); Charter Member and Board of Directors, National Committee for Economic Education.

As a Member of the Board of Education, Dr. Brown is Chairman of the Committee on Liaison with Other Large City and State Educational Programs and Organizations; Chairman, Committee on Board Assistants; member of the Committee on Educational Affairs, and member of the Committee on Integration. He is a Trustee of the New York City Educational Construction Fund.

Included among Dr. Brown's publications are: An Evaluation of the Secondary Schools for Negroes in the South; The Albany Negro; "Retrospect: History of Albany State College"; Ladders to Improvement.

He is listed in Who's Who in America; Who's Who in Colored America; and Leaders in Education.

July, 1967

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I express thanks to the NEA Research Division for its assistance in comprising this bibliography.

Aaron Brown

August 1, 1967.

DHEW/U.S. Office of Education September 27, 1966

OFFICE OF EQUAL EDUCATIONAL OPPORTUNITIES

It has been erroneously stated that the Office of Education school desegregation "guidelines" require "racial balance" or the correction of "racial imbalance." The statement is at best a serious misunderstanding of the guidelines and spreads confusion among school officials and the citizens in their communities conscientiously trying to comply with the law. The guidelines nowhere mention "racial balance," or, for that matter, "racial imbalance."

The guidelines deal only with desegregation plans designed to eliminate dual school systems being operated in violation of the 1954 Supreme Court ruling.

When the 1964 Civil Rights Act was passed, about 2000 school districts still were operating segregated school systems in violation of the Court's ruling. To carry out its responsibility under Title VI of that Act, the U. S. Office of Education issued guidelines in 1965 and revised them in 1966. They inform local school authorities of the steps they should take to begin desegregating their schools so they can continue to receive Federal education funds.

Before the Civil Rights Act of 1964, most school districts with dual schools routinely assigned white children to the nearest white school and Negro children to the nearest Negro school. This often meant that the students were bussed many miles outside their neighborhoods to attend segregated schools. In 1965 most of these districts adopted free choice plans provided for in the guidelines as one means to accomplish the desegregation of the school system. These plans required each parent, or his child, to choose a school. In some cases these plans resulted in reasonable progress toward the elimination of the illegal dual school structure. In others, however, they were adopted with the expectation that little meaningful desegregation would follow. Children were subjected to harassment and intimidation and their parents often were threatened with economic and even physical reprisals.

In Alabama, Mississippi and Louisiana, only a fraction of 1% of the 911,333 Negro children attended desegregated schools by the end of the 1965-66 school year. More than 99% of the Negro children were still attending Negro schools. In South Carolina and Georgia, the situation was almost the same and the school faculties were almost entirely segregated. Thus, 12 years after the 1954 Supreme Court ruling nearly all of the Negro children in these five States continued to attend schools on a segregated basis. Despite the Court's ruling the racially dual school structure remained virtually intact.

Part of the problem was the failure of many local school authorities to assume any local initiative or responsibility for accomplishing desegregation. These school boards interpreted the guidelines as requiring them to do no more than allow Negro children to attend white schools if they so requested. This in itself was considered to be a major concession in those school districts which until very recently had said "Never" even to the possibility of one Negro child attending the "white" school. Very few school officials in these areas accepted their responsibility under the law to take the steps necessary to effectively desegregate their dual system.

The failure to accept this responsibility is indicated, for instance, in the continued assignment of teachers to schools by race. Although school boards may no longer officially label their schools "white" or "colored," the assignment of teachers on a segregated basis amounts to the same thing. As long as separate teaching staffs are maintained, parents will naturally believe that the school with teachers of their own race is "their school."

When the Office of Education reviewed the progress in eliminating dual schools achieved in the first year of operation under the Civil Rights Act, it was obvious that school officials in many districts with free choice plans were leaving almost all the burden of desegregating schools on Negro parents. Because of most Negroes' poverty and dependence on white employers, landlords, creditors, and law enforcement officers, it was a burden they could not carry.

Under our system of local control of education, local school officials are responsible for carrying out the orderly desegregation of their school systems. The Federal government can help, but it cannot do this for them. It is evident also that the"free choice" method is workable only where local school authorities do in fact assume the responsibility, little as they might agree with or like the policy of desegregation.

In drawing up the 1966 guidelines, therefore, the Office of Education felt it was imperative to make clear to local school authorities that if they wished to use the "free choice" method of desegregation, they would have to assume the responsibility for making sure it would work fairly and effectively in their community to bring about reasonable progress in desegregation.

This would include faculty desegregation. It also would require working with all segments of the community, white and Negro, so everyone in the community understood that the purpose of the plan was effective desegregation in accordance with the law.

The guidelines provide approximate measures of what might be considered reasonable desegregation progress. These percentage measures give local authorities a standard for measuring their own progress in desegregation and to the Office of Education, they are a guide to whether a desegregation plan should be reviewed to make sure it is being carried out fairly and effectively at the local level.

As pointed out in the guidelines, the single most substantial indication as to whether a free choice plan is actually working to eliminate the dual school structure is the extent to which Negro or other minority group students have in fact transferred from segregated schools. Thus, when substantial desegregation actually occurs under a free choice plan there is strong evidence that the plan is operating effectively and fairly, and is currently acceptable as a means of meeting legal requirements. Conversely, where a free choice plan results in little or no actual desegregation, or where, having already produced some degree of desegregation, it does not result in substantial progress, there is reason to believe that the plan is not operating effectively and may not be an appropriate or acceptable method of meeting constitutional and statutory requirements. Where there is substantial deviation from the guidelines expectation of reasonable progress, and the Commissioner concludes, on the basis of the choices actually made and other available evidence, that the plan is not operating fairly, or is not effective to meet constitutional and statutory requirements, he will require the school system to take additional steps to further desegregation.

Reviews of progress made for the current school year have shown that Negroes have not forgotten the lesson learned in 1965 -- that a Negro chooses a white school at his peril. Many communities have done far too little in letting Negroes feel entirely free to choose any school. Furthermore, in many districts, the failure to let Negro students and their parents know at the time they made their choice that there would be faculty desegregation has prevented there being a fully free choice. On the other hand, we know of no instance where a school district which had made reasonable progress toward nonracial teacher assignment has not made progress in student desegregation.

If the choice has not been free for this or other reasons, the Commissioner of Education normally suggests that the matter be corrected and that parents afterwards be given an additional opportunity to choose a desegregated school for their children. The guidelines also provide that if the problem cannot be corrected, the Commissioner may require the school district to adopt a different type of plan.

The charge has been made that under these policies, the Commissioner of Education is forcing school districts to assign children to achieve racial balance if a sufficient number of Negro children had not chosen white schools. This, of course, is completely false. It ignores the fact that 12 years after the school desegregation decision, the Office of Education is requiring only that there be modest and reasonable progress in the establishment of a single nonracial school system, as required by law.

The percentage guides in the guidelines are in no way requirements for the "correction of racial imbalance." That term generally is used in situations where, because of housing patterns, some schools are predominantly Negro and others predominantly white -- thus creating a so-called "racial imbalance."

It should also be emphasized that the guidelines in no way undermine the concept of the neighborhood schools. In fact, the guidelines recommend neighborhood school zoning as one of the means of desegregating dual school systems, which often bus children many miles from their neighborhoods to preserve separate schools. School officials opposing desegregation almost invariably reject the neighborhood school concept since it would normally lead to more desegregation than the "free choice" method.

The guidelines concern only the desegregation of formally established dual school systems, the illegality of which has been clearly established for 12 years; and their only purpose is to insure that reasonable progress is made in the elimination of these illegal systems.

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OFFICE OF EDUCATION
BUREAU OF RESEARCH
WASHINGTON, D. C. 20202

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(03)

TYPE OF PROPOSAL

NEW (04) New
REVISION OF BUREAU NO. (05)
SUPPL TO CONTRACT NO. (06)
CONT OF CONTRACT NO. (07)

TITLE OF PROPOSAL

(08) Field Research and Development of Materials for 1968 National
(09) Conference of School Board Members Serving City and Rural
(10) Communities, North and South
(11)

PROPOSED START DATE (15)
PROPOSED END DATE (16)

PROJECT DIRECTOR

NAME (19) Ronnie Malcolm Moore
TITLE OF POSITION Director, Leadership Training Department
HIGHEST DEGREE (21)
BIRTH DATE (22) 12/31/40
TITLE OF ADDRESS (23)
SOCIAL SEC NO. (24) 438-62-2471

APPLICANT INSTITUTION

NAME (27) Scholarship, Education & Defense Fund for Racial Equality, Inc.
SUBDIVISIONS MAJOR (28)
MINOR (29)
ADDRESS (30) 164 Madison Avenue
CITY (31) New York, N.Y.C.
STATE (32) N.Y.
TELEPHONE (33) 212-532-8216
ZIP CODE (34) 10016
COUNTY (35) New York
CONGRESS DISTRICT (36) 17th

OE USE ONLY
(37)

ADDRESS WHERE RESEARCH TO BE CONDUCTED (IF DIFFERENT FROM ABOVE)

INSTITUTION (40) Scholarship, Education & Defense Fund for Racial Equality
ADDRESS (41) 164 Madison Avenue
CITY (42) New York
STATE (43) N.Y.
TELEPHONE (44) 212-532-8216
ZIP CODE (45) 10016
COUNTY (46) N.Y.
CONGRESS DISTRICT (47) 17th

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(50)

SIGNATURE OF PROJECT DIRECTOR
DATE

OFFICIAL SIGNING FOR INSTITUTION
SIGNATURE
DATE

NAME (17) Marvin Rich
TITLE (18) Executive Director

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF RESEARCH
WASHINGTON, D. C. 20202

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OTHER KEY PERSONS

	NAME	BIRTH DATE	SOCIAL SECURITY NO.
㊽	James T. McCain	3 8 05	248-18-7541
㊽	Spiver Gordon	8 24 39	438-56-8764
㊽	Susie B. Waldman	3 15 23	110-20-1159
㊽			

TYPE OF ORGANIZATION (CHECK APPROPRIATE ONE)

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㊾

INDIVIDUAL ☐

PRIVATE INSTITUTION PROFIT ☐ NON-PROFIT [XX]

PUBLIC INSTITUTION FEDERAL ☐ LOCAL ☐

STATE ☐ OTHER ☐

NAME OF US OE OFFICIAL PREVIOUSLY CONTACTED ABOUT THIS APPLICATION, IF ANY:

PROJECT DIRECTOR'S TIME COMMITMENT IF PROJECT IS FUNDED	PERCENT OF TIME	ENDING DATE	FUNDING AGENCY
TEACHING DUTIES (IF NONE, LEAVE BLANK)		▨	▨
ADMINISTRATIVE DUTIES	1 month	▨	▨
RESEARCH IN PROGRESS, TITLE OF PROJECT			
1.			
2.			
3.			
4.			
CONSULTANT SERVICES			
TIME PLANNED THIS PROJECT	1 month	▨	▨
OTHER			
TOTAL			

IF YOUR PROPOSAL IS A TRAINING PROJECT, COMPLETE THIS SECTION

A. TYPE OF PROPOSAL

- ☐ UNDERGRADUATE
- ☐ GRADUATE
- ☐ POST-DOCTORAL
- ☐ INSTITUTE
- ☐ SPECIAL TRAINING PROJECT
- ☐ PROGRAM DEVELOPMENT

B. INSTITUTIONAL ALLOWANCE

1. BASED ON RATE PER TRAINEE

NUMBER OF TRAINEES	RATE	AMOUNT

2. TOTAL INSTITUTIONAL ALLOWANCE

C. TRAINEE SUPPORT

1. STIPENDS

NUMBER OF TRAINEES	STIPEND RATE	AMOU
	SUBTOTAL	

2. DEPENDENCY ALLOWANCE

NUMBER OF DEPENDENTS	RATE	AMOU
	SUBTOTAL	

3. TRAVEL RELOCATION COSTS

4. TOTAL TRAINEE COSTS

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TOTAL PROJECT COSTS

		FEDERAL	LOCAL
PERSONNEL SALARIES	(51)	$ 11,303.00	$ 1,275.00
EMPLOYEE BENEFITS	(52)	$ 904.00	$ 102.00
TRAVEL	(53)	$ 1,220.00	$
SUPPLIES AND MATERIAL	(54)	$ 600.00	$
COMMUNICATIONS	(55)	$ 900.00	$
SERVICES			
DUPLI AND REPRO	(56)	$ 300.00	$
STATISTICAL	(57)	$	$
TESTING	(58)	$	$
OTHER	(59)	$	$
FINAL REPORT	(60)	$ 1,000.00	$
EQUIPMENT	(61)	$ 75.00	$
TRAINEE COST (PG2 C4)	(62)	$	$
INSTITUTIONAL ALLOWANCE (PG2 B5)	(63)	$	$
OTHER DIRECT	(64)	$ 3,520.00	$
SUBTOTAL DIRECT COST	(65)	$ 19,822.00	$ 1,377.00
INDIRECT COSTS	(66)	$ 1,982.00	$
TOTAL PROJECT COSTS	(67)	$ 21,804.00	$ 1,377.00

CHECK BRACKETS WHICH BEST DESCRIBE YOUR PROPOSAL

☐ ELEMENTARY EDUCATION ☐ SECONDARY EDUCATION ☐ HIGHER EDUCATION

☒ ADULT OR CONTINUING EDUCATION ☐ HANDICAPPED CHILDREN AND YOUTH

☐ VOCATIONAL EDUCATION ☐ EDUCATIONAL RESEARCH AND DEV. CENTER

☐ REGIONAL EDUCATION LABORATORY ☐ LIBRARY OR INFORMATION SCIENCE RESEARCH

☐ EDUCATION AND RESEARCH INFORMATION GATHERING AND DISSEMINATING

☐ TRAINING PROGRAM RESEARCH PERSONNEL ☐ OTHER ____________________

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II. THE ABSTRACT

TITLE OF PROPOSAL Field Research and Development of Materials for 1968 National Conference of School Board Members Serving City and Rural Communities, North and South

T DIRECTORS NAME Ronnie Malcolm Moore

INSTITUTION NAME Scholarship, Education and Defense Fund for Racial Equality

(THIS IS FOR INTER-GOVERNMENTAL DISTRIBUTION, OMIT CONFIDENTIAL INFO. - 2000 CHARACTERS AND SPACES)

The purpose of this project is to develop tools which will be of use in improving the skills, effectiveness and understanding of new school board members. Intensive efforts to train able but inexperienced board members have proved encouraging. With improved tools, more far-reaching results may be expected.

The Scholarship, Education and Defense Fund for Racial Equality (SEDFRE) proposes to develop a variety of teaching aids and useful self-help materials for use in October 1968, when 200 participants will be trained at a National Conference of Newly Elected School Board Members. The Conference faculty will include top-level government and professional experts in education, and experienced Negro school board members and educators.

The teaching materials needed for this and subsequent training conferences include sample school budgets; training exercises designed around specific questions of express concern to participants; case studies prepared in advance to clarify timely issues in public education. Educational take-home literature is also needed for Conference participants to help insure that the educational process will continue after people leave the conference. SEDFRE proposes to provide what it finds is most wanted. In all likelihood, this will mean preparation of how-to manuals and bibliographies of useful resources and readings. (Field research will be conducted, enabling a Conference Planning Committee to arrive at final decisions on curriculum and materials.)

New materials will be assembled into training kits, made widely available to all new school board members plus others who may find it of practical value (teachers, principals, administrators, PTA presidents). The grant period will be used also to create a backlog of systematic research on which to base a projected planning kit--to help others repeat the experience in smaller workshops, region by region.

No additional facilities are needed to carry out this three-month research and development project. Its procedures are relatively simple. They involve 1) immediate appointment of a Planning Committee; 2) assignment of SEDFRE staff to undertake field research; and 3) the hiring of a writing consultant to develop the special materials which are the heart of this undertaking.

III. THE BODY

A. PROBLEM AND OBJECTIVES

Problem: To develop the skills and effectiveness of newly elected Negro members of school boards.

Objective of Research: To engage in a three-month period of research and development of curriculum, processes and materials for a projected 1968 National Conference of School Board Members Serving City and Rural Communities, North and South.

Long-Range Goal: Designed to serve as a model and provide basic resources, the 1968 Conference will set in motion a continuing and self-perpetuating process of practical education for the inexperienced school board official elected in future years. As the pool of effective and experienced school officials grows, it will become progressively easier to conduct action-education workshops at the city and state level. Trainees are to be followed up with technical assistance. Those who prove effective and show teaching potential will be available to serve as resource persons in regional workshops. More immediately, the 1968 Conference will produce a kit of basic training materials available immediately to non-participants. A planning guide will also be prepared to facilitate similar training sessions under local auspices.

1. Why A National Conference?

A direct outgrowth of an August 1967 School Board Seminar which trained 35 newly elected members of Southern school boards, this 10-day conference was designed to repeat the experience, with improvements, for the many other new and inexperienced people serving on school boards, North and South.

The projected conference will bring a maximum of 200 participants, most of them members of local boards, to the Airlie House conference center in Warrenton, Virginia, in October 1968. There they will spend an intensive period under expert guidance for two purposes: a) to enhance the skills needed to carry out their new jobs effectively, and b) to gain a broad understanding of the complex and controversial problems currently plaguing those who must make public education work better than it has for all the nation's boys and girls.

The problems of the 1968 group are markedly different from those of the 1967 trainees, all newly elected Southern school board members. This Conference will be breaking new ground in tackling the key education issue of the North today: community control, or decentralization.

The Conference is being designed to start some communication between school board members and other participants drawn from three primary groups with which school board officials have dealings. Thus a fraction of the conferees will be not school board members, but selected leaders of a) parent organizations, b) teacher organizations, and c) school principals or other professional administrators with direct control over schools in city slums or rural Negro districts. The planned curriculum includes discussion of controversial issues of current importance in public education, both North and South, with evaluations to be reached through analysis of factual case histories.

2. Why a Conference sponsored by SEDFRE?

The Scholarship, Education and Defense Fund for Racial Equality, Inc. (SEDFRE) was organized in 1962 to assist local community organizations and civil rights groups. SEDFRE trains local leaders to deal effectively with local problems, ranging from voting rights and improved schools to street lights and paved streets. Working at the grass-roots level to bring about social change, SEDFRE has met local requests with a variety of concrete training programs to help Negroes assume roles of responsibility in their communities. During 1967, SEDFRE seminars and workshops involved some 2,300 citizen-leaders from more than 50 communities in six Southern and five Northern states.

The August 1967 School Board Seminar sponsored by SEDFRE pioneered an unprecedented and promising approach to current school problems. This four-day seminar trained 35 Southern Negro school board members--inexperienced but highly able men and women among the first 59 to be elected to such posts in 17 Southern and border states. University educators, government specialists, legal experts and a staff skilled in leadership training met with this group in an intensive effort to supply what participants had indicated they lacked to master their jobs. An agenda based on a pre-Seminar survey included: the history and development of school boards in the United States; problems facing Southern school boards; responsibilities of Negro school boards; the specifics of Federal programs of assistance, of program planning and budgeting systems for local school districts; techniques of fiscal management; teaching programs and teacher evaluation. One specific outcome: since September, a considerable number of requests have been directed to the Office of Education in Washington by school board members who had participated. Also, the Arkansas Council on Human Relations followed through with a statewide seminar for Negro school board members.

Participants, staff and outside consultants evaluated the School Board Seminar as a crucial first step toward what must come next: a broader, improved effort to reach more of the almost 200 Negroes now serving on school boards throughout the nation. Thus SEDFRE committed itself to sponsor the National Conference summarized above.

B. DESCRIPTION OF ACTIVITIES

A three-month period (July 15 - October 15, 1968) is needed to carry out research and material development for the October Conference of School Board Members. This nationwide Conference will be designed carefully around the ascertained needs of the men and women who will be participating. The primary emphasis will necessarily be on creating the new materials needed. Overall, seven essential elements of research, planning and development must be accomplished.

1. Planning Committee. SEDFRE will set up a broadly based committee of seven to nine: appropriate government officials with special expertise in educational public programs and with broad contacts among school board members and parent associations; one or two members of school boards; one or two outside education consultants. (Among those to be contacted: the National School Boards Associations; the National Parent Teachers Association.) This Committee will plan the conference in a series of three two-day meetings held once during each month of the research and planning period (July, August-September, October). Their decisions will determine the content of training materials being produced.

One important function of this Committee will be to develop a selection process. Thoughtful selection of non-school board participants is vital a) to insure broad community representation at the Conference, and b) to maximize the opportunity for a well-balanced examination of current issues.

The advice of the Committee will also be sought to help select and secure the Conference faculty -- including experienced school board members and government officials who can use the first-hand, case-history method of teaching which has proved so singularly effective in earlier workshops.

2. Surveys and Curriculum Research. Special field visits and interviews with potential conferees are required to determine the actual needs of participants, and the precise situations of the schools which these men and women serve. Conference curriculum and teaching materials will depend on the results of this preliminary research.

James McCain, former dean of men at Morris Brown College, Sumter, S.C., and former director of organization for CORE, will do much of the field interviewing. His knowledge of the field of education and of the special concerns of Negro school board members will be invaluable in formulating relevant curriculum and materials.

Factual material will also be assembled during the preliminary period to develop constructive Conference discussion of several central issues in public education today: a) decentralization and community involvement in local schools in the North; b) community participation in school planning and administration in the South; c) relationships between teacher, board member and central administration; d) clarification of the roles and functions of board members and school superintendents.

Sample questionnaires, interview guidelines and a schools report sheet will be developed.

3. Curriculum. Some work can begin at once on curriculum. There is a substatial core of knowledge about what people want and need to learn as newly elected members of school boards. Throughout the three-month research period, SEDFRE will be refining a basic core curriculum for the Conference, building from its previous experience in this area and the results of its field interviews with 1968 candidates. The goal is to forge a flexible instrument which can be swiftly adapted to reflect timely issues and the express needs of the participants.

The following agenda is a tentative listing, suggesting some of the specific topics our experience leads us to anticipate as curriculum items. All items are, of course, subject to the approval of the Planning Committee.

Elements of a Basic Curriculum to Be Considered by the Planning Committee

The history and development of school boards

The special responsibilities, duties and functions of Negro school board officials today

Problems facing Southern school boards
Problems facing Northern school boards

Revising Curricula to Meet Modern Needs

General Problem Sessions:

- Program Planning and Budgeting Systems for School Districts
- The School Board and the Community (Film and discussion)
- Current Issues in Public Education
- Implication of the Kerner Commission, Coleman and Racial Isolation Reports
- Human Relations, dealing with:
  - School-Board-Superintendent Relations
  - Cooperating with Other School Board Members
  - Ethics
  - Collective Bargaining in Public Education
- The Board Member and School Business

Human Resources Development Sessions:

I. An explanation of Federal programs of assistance to local school districts with emphasis on remedial education for adults, job training and opportunities, and special programs for the underprivileged child. Related national legislation will be an integral part of the deliberations. Attention will be given to the responsibilities, staff, application procedures, activities and organizational structure of the Federal and state agencies in charge of administering the program discussed.

II. "Portrait of a Dropout" (film and discussion) Discussion continued from preceding day, with same moderator and resource panel connecting government resources to the challenge dramatically set forth in the film.

4. Materials. Primary concentration during the three-month research period will be upon development of needed written materials designed specifically to meet the needs of newly elected Negro school board members.

Special teaching materials (specific training exercises, 3 sample budgets, case studies, exhibits or displays, slides, films) will be prepared for use in Conference sessions. Reference and how-to materials will also be assembled and specially prepared for trainees to take home and use on the job.

The 1967 School Board Seminar relied for supportive literature on available printed materials. What was really needed was take-home literature dealing specifically with the problems faced by Negroes newly elected to rural school boards. No such brochures, guidelines or handbooks exist, nor do any similar guides for minority-group members of boards serving city slum schools. For this Conference, SEDFRE would like to develop materials to fill this gap. In addition, staff also plans to draft materials to help clarify the developing dialogue over decentralization and community participation. SEDFRE plans to prepare appropriate case-study materials as background for Conference discussions.

5. Procedures. During the research period, SEDFRE will develop a set of

model conference procedures designed to encourage full participation by all. In addition to insuring an effective Conference in October, this effort should make it possible for others to understand and use the processes which foster successful group training.

6. Follow-Up. During the research period, SEDFRE will create machinery for continuing technical assistance to participants after the Conference. The ten days must be designed to lead directly into an on-going process of on-the-job-training. It is anticipated that a resource person will be available in each participating school board member's state or region to work with him individually on problems which arise on the job.

7. Evaluation. Time is needed to research, design and build into this Conference thorough and constructive procedures of evaluation -- by participants, resource persons, faculty and expert observers.

C. THE USE TO BE MADE OF FINDINGS

Three primary purposes will be served by this period of extensive research, planning and development for the 1968 National Conference of School Board Members.

1. An improved learning opportunity for the 200 participants attending the Conference (school board members, parent leaders, Negro teachers and school principals or administrators thrown into new positions of power over public-education policy).

   SEDFRE has proved it has an extraordinary ability to reach and teach this group in surroundings and with a faculty which encourage a maximum degree of trust and participation. SEDFRE-sponsored workshops do inspire a singularly concentrated effort to master a heavy dose of complex information, insights and new attitudes.

   There is much room for improvement, however, in the teaching materials and supportive literature which can and should make such a conference the start of a continuing educational experience. Better follow-up and evaluative procedures are also essential if an effective Conference is to realize its fullest potential.

   A three-month period for research and development of materials will permit SEDFRE to improve substantially upon its 1967 Seminar. The tentative plan is to add the following elements, each subject to final approval by the Planning Committee:

   -- a broadly representative group of participants and faculty

   -- a carefully researched core curriculum, plus timely agenda items which reflect accurately the personalized needs of those men and women finally selected to participate

   -- case study materials developed as background for Conference discussions on decentralization and community participation. Special attention will be paid to the use of non-professional teaching aides in public schools serving deprived Negro children.

-- brochures, guidelines or handbooks dealing specifically with a) the problems faced by Negroes newly elected to rural school boards; and b) the problems of minority-group members of boards serving city slum schools. Few such materials exist.

-- channels for on-the-job follow-up of each trainee. The value of sessions will be enhanced by trainees' knowledge that SEDFRE will be overseeing an ongoing service, offering continuing research and technical assistance to each school board member to sustain and strengthen his working relationships with government and private agencies.

2. Dissemination of materials. All useful guides, background papers and reference aids will be assembled into a Training Kit, to be made widely available to all new members of school boards, and to PTA presidents, school principals, administrators, teachers. This kit should be particularly useful in bringing needed information to those Negroes who may never before have served in their professional education capacities in schools devoted primarily to educating Negro boys and girls.

3. Development of a conference planning guide or kit, for all who will be planning and conducting future seminars and workshops for newly elected members of school boards.

SEDFRE will use the research period to gather information and forge tools for duplicating the Conference experience. Government agencies, universities, school board associations and other interested professional groups should have full access to the essentials of this training session. Thus, we plan to develop special materials which may prove of assistance in designing future school board workshops. Among the many possibilities are the following:

-- guidelines for candidate selection and interviews to help plan curriculum.

-- a core curriculum outlining course content, identifying the types of professional experts and experienced resource persons used to direct each particular session.

-- teaching materials and special resources keyed to the various sessions. Sample budget, classroom training exercises and possibly some case studies will be prepared for use at this and later conferences.

-- in addition, the planning guide will indicate a variety of useful materials, including a simple bibliography of resources: films, books, magazine articles, papers, displays, etc.

-- a manual of model conference procedures, based on the October conference but presented in terms appropriate for weekend or four-day seminars and workshops. This will include criteria for the facilities in which such training should take place, and will acquaint planners with the ABCs of group training techniques and processes.

-- follow-through guidelines.

4. Experienced trainees from the 1967 School Board Seminar and the 1968 Conference of Newly Elected Negro School Board Members will become increasingly available to serve as resource persons and city and state workshops.

IV. PERSONNEL AND FACILITIES

Staff personnel will be assigned to devote appropriate portions of time to this project. Key people are:

Marvin Rich, Executive Director
Ronnie M. Moore, Training Director
James McCain, Field Director

One outside professional will be retained for the three-month period for editorial consultation:

Susie B. Waldman

No special facilities will be required for the three-months of work described in this application.

V. BUDGET

TOTAL PROJECT COSTS

A. PERSONNEL

	Per Cent		
Marvin Rich	1/12	$15,500.00	$ 1,275.00
Ronnie M. Moore	1/12	$11,500.00	$ 958.00
James T. McCain	3/12	$10,500	$ 2,525.00
Spiver Gordon	1/12	$ 7,350	$ 612.00
Susie B. Waldman	3/12	$19,500	$ 4,875.00
Secretarial	4/12	$ 7,000	$ 2,333.00
			$11,303.00

B. BENEFITS

8%	$ 904.00

C. TRAVEL

4,000 miles @ 8¢ per mile	$320.00	
Fares (airplane)	300.00	
Per diem 60 days @ $10 per day	600.00	
		1,220.00

D.	SUPPLIES	600.00
E.	COMMUNICATIONS	900.00
F.	SERVICES - REPRO	300.00
G.	FINAL REPORT	1,000.00
H.	EQUIPMENT	75.00

I. OTHER - Planning Committee

It is contemplated that the Planning Committee of nine members will hold three meetings of two days duration. Thus, there will be fifty-four meetings to be reimbursed. Estimated travel for the nine members

	$2,700.00	
Estimated per diem at $15.00 per day	820.00	3,520.00

J.	SUBTOTAL	19,822.00
K.	INDIRECT (10%)	1,982.00
	TOTAL PROJECT COSTS	$21,804.00

VI. APPENDED ITEMS

A. OTHER INFORMATION

There has been previous communication with the Bureau of Research on this proposal.

Marvin Rich discussed the project informally with Glenn C. Boerrigter, Chief, Organization and Administration Studies Branch, Division Elementary-Secondary Education Research, U.S. Office of Education.

B. INSTRUMENTS

The body of this proposal outlines many instruments to be developed during the course of this study period.

Attached are sample items developed for previous workshops or for other purposes.

1. Sample Training Exercise from 1967 School Board Seminar. This indicates only one of many ways of handling this instrument.

2. Sample Agenda, also from 1967 School Board Seminar. This will simply serve as a starting point for development of a core curriculum, as outlined in body of proposal.

3. Political Strength -- How to Get It. This is attached as an example of the quality of a SEDFRE-developed how-to manual. Size, content, and style of manuals for school-board members would be tailored to the explicit needs defined during the preliminary research period.

No sample factual case study is attached. We wish to develop and refine a greatly improved form of prepared-in-advance case history material.

Sample training exercise

MAY 31 1967

BOARD-SUPERINTENDENT PARTICIPATION IN EDUCATIONAL DECISIONS*

everal actions, requests, and issurs typical of school administration in most school districts are listed elow. After each of them mark the proper column to indicate what you would want done about each.

____________________________(your name) this is necessary to match your responses with other data to be collected in evaluating the seminars.

olumn 1 - The board should resolve this.
olumn 2 - Supt. should bring to board, who should give considerable attention
olumn 3.- Supt. should act as he sees fit and report routinely to board
olumn 4 - Supt. should act as he sees fit and not report at all

Item	How would you want this item to be handled? 1	2	3	4
A suggestion by some parents that the amount of daily time llocated to teaching English Grammer be increased.				
A request by the mathematics department that the basic text be changed.				
A complaint from a group of parents that Christmas programs presented by students during school hours are contrary to the law.				
A request from a community group that the schools give increased emphasis to the teaching of foreign languages.				
A suggestion from some staff members that the schools begin the use of televised teaching materials from certain programs.				
A request from several parents that the schools expand programming for gifted students.				
A suggestion from the state education office that the schools change their procedure for recording pupil attendance.				
A suggestion from some parents that the attendance area of two schools be changed to foster integration				
A request from a parent that his children be transferred from their normal attendance area to another within the district.				

(item)	1	2	3	4
10. A complaint by a parent that her child has been unjustly accused of cheating by a teacher.				
11. A discussion in the P.T.A. that seems to indicate some dissatisfaction with the present method of reporting pupil achievement.				
12. The need to select a principal for a new school				
13. A suggestion from an accrediting association that the qualification standards for new teachers need to be revised.				
14. A request by a principal that a teacher be transferred from his school.				
15. A complaint by a teacher about her transfer from school "A" to school "B".				
16. The need to select a new head custodian in a school to replace one who resigned.				
17. A request from the teachers organization that sick leave benefits be increased.				
18. The need for additional tax revenue (local) for school operation.				
19. The selection of classroom furniture for a new school.				
20. A suggestion from the school business office that the fire insurance coverage on certain buildings be changed.				
21. A request from the local teacher organization that the salary schedule for teachers be increased.				
22. Participation by the district in certain National Defense Education Act programs.				
23. The development of a long range building program plan to meet anticipated growth.				
24. The need to select a site for a new school building.				

(item)	1	2	3
25. A complaint from a parents' group that a school building is unsatisfactory from a fire safety standpoint.			
26. A request from parents and teachers that public sidewalks at a school site be replaced.			
27. A request from a principal that the clock system in his building be replaced.			
28. A change in the way school custodians are supervised and directed in their work responsibilities.			
29. A request for a change in job assignment at no change in salary from a long term administrative employee.			
30. The creation of a system-wide curriculum council that will meet with and advise the superintendent.			
31. A suggestion from some staff members that written descriptions of major positions should be prepared (or revised).			
32. A proposed change in the municipal zoning ordinance that may affect a school attendance area.			
33. A request by a local church group to use a school classroom, on a temporary basis, for their Sunday service.			
34. A request from the Little League to schedule baseball games on certain school playgrounds during the summer.			
35. A proposal from the telephone company that public pay phones be installed in school buildings.			
36. A suggestion from the parent-teacher organization that the schools sponsor Halloween night activities.			

SAMPLE

SCHOOL BOARD SEMINAR AGENDA

SPONSORED BY:	Scholarship, Education and Defense Fund for Racial Equality, Inc. 150 Nassau Street - Room 1030 New York, New York 10038 Tel: (212) 964-8210
PARTICIPANTS:	School Board Officials and Candidates from Twelve Southern States
PLACE:	The Airlie House Warrenton, Virginia
DATE:	August 17-20, 1967

Thursday, August 17, 1967

8 - 11 a.m. Registration

11 - 12 noon General Information and Introduction

Greetings and Statement of Purpose
- Ronnie M. Moore, Director, Leadership Development - SEDFRE

Program and Objectives of SEDFRE
- Marvin Rich, Executive Director - SEDFRE

Greetings
- Dr. Edward W. Brice, Confidential Assistant to the Assistant Secretary for Education of the U. S. Department of Health, Education and Welfare

12 - 1:30 p.m. Lunch

1:30 - 3 p.m. Presentation and Questions - The History and Development of School Boards

Discussion Leader - Mrs. Shirley Lacy, Staff Associate - SEDFRE
Speaker - Dr. Aaron Brown, Professor, Long Island University and member N.Y.C. Board of Education

3 - 3:30 p.m. Coffee Break

3:30 - 4:30 p.m. Small Group Discussions - Problems Facing Southern School Boards

	Discussion Leader	Resource Person
Group I	W. W. Harleaux, Principal, Iberville Elementary School, Plaquemine, Louisiana	Mrs. Charles E. White, Member, Board of Education, Houston, Texas
Group II	J. T. McCain, formerly Dean of Men, Morris Brown College, Sumter, So. Caro.	Mr. Charlie Knott, Member, School Board, Pine Bluff, Ark.

4:30 - 5:15 p.m. General Problem Session (each group will select someone to report highlights of its deliberations)

Discussion Leader - Marvin Rich

Reports from Group I and Group II

5:15 - 6:30 p.m. Free Time

6:30 - 7 p.m. Cocktails available at bar

7 - 8:15 p.m. Dinner

Thursday, August 17, 1967 8:15 - 9:45 p.m.	Presentation and Questions - The Responsibilities, Duties and Functions of Negro School Board Officials Today Discussion Leader - Mr. J. T. McCain, Staff Associate - SEDFRE Speaker - Wesley S. Williams, Esq., formerly President of School Board, Washington, D. C.
Friday, August 18 8 - 9 a.m.	Breakfast
9 - 12 noon (15 minute coffee break at 10:30)	General Problem Session - Human Resources Development I An explanation of Federal programs of assistance to local school districts with emphasis on remedial education for adults, job training and opportunities and special programs for the underprivileged child. (Attempts will be made to evaluate the strengths and inadequacies of educational programs). Related national legislation will be an integral part of the deliberations. Attention will be given to the responsibilities, staff, application procedures, activities and organizational structure of the Federal and State agencies in charge of administering the program discussed. Moderator - Mr. W. W. Harleaux Resource Panel - Dr. Edward W. Brice Dr. Regina Goff, Assistant Commissioner, Office of Education, U.S. Department of Health, Education and Welfare Mrs. Jane Tresville, Pittsburgh Board of Education
12 - 1:30 p.m.	Lunch
1:30 - 4 p.m. (15 minute coffee break at 2:45)	General Problem Session - Program Planning and Budgeting Systems for School Districts Moderator - Mrs. Charles E. White Resource Panel - Mr. John M. Brewer, Assistant Director, Compensatory Education, Pittsburgh Public Schools Mr. Gerald Elbers, Program Officer, Bureau of Elementary and Secondary Education, Office of Education, U.S. Dept. of Health, Education and Welfare Emphasis will be placed on the financial management of local school boards, with an attempt to develop a reasonable understanding of budgetary categories and analysis. Participants will review educational facilities planning, costs of qualified professional personnel and the primary needs of an ideal school system. It will be important to discuss local, state and federal sources of income for financing school systems. The participants will compare school budgets in terms of needs against resources.

Friday, August 18

4 - 5:30 p.m. Free Time

5:30 - 6:45 p.m. General Problem Session - The School Board and Community
Film - School Board in Action
Documentary describing problems confronted by school board members interested in quality education and community involvement. Questions around instructional materials, teachers salaries and similar issues are not easily answered in light of diversified community opinions.

Discussion Leader - Mrs. Shirley Lacy
Resource Person - Dr. Preston Wilcox, formerly, Associate Professor at Columbia University School of Social Work

6:45 - 7:15 p.m. Cocktails available at bar

7:15 - 8:30 p.m. Dinner

8:30 - 9:45 p.m. General Problem Session - Current Issues in Public Education

Moderator - Mr. John M. Brewer
Resource Panel - Mr. T. E. Patterson, Executive Secretary, Arkansas Teachers Association
Mr. Gerald Elbers

Saturday, August 19

8 - 9 a.m. Breakfast

9 - 12 noon
(15 minute coffee break at 10:45)
General Problem Session - Human Resources Development II
(Discussion continued from preceding day - same moderator and resource panel)

Film - Portrait of a Dropout
The quitter represents the beginning of our nation's struggle against unemployment, poverty, juvenile delinquency and crime. The challenge of developing our country's human resources lies deeply in our ability to keep our youngsters in school and to educate our adult citizens.

12 - 1:30 p.m. Lunch

1:30 - 3 p.m. General Problem Session - Implications of the Coleman and Racial Isolation Reports

Moderator - Marvin Rich
Resource Panel - Mrs. Carol Hobson, Educational Statistician, Office of Education, U.S. Dept. of Health, Education and Welfare
Dr. William Cash, Chief, Counseling and Guidance Section, Office of Education, U. S. Dept. of Health, Education and Welfare
Miss Harriet Ziskin, Assistant Director of Research, U. S. Commission on Civil Rights

Saturday, August 19

3 - 3:15 p.m. Coffee Break

3:15 - 4:15 p.m. General Problem Session - Human Relations, dealing with:
School Board-Superintendent Relations
Cooperating with Other School Board Members
Ethics
Collective Bargaining in Public Education

Moderator - Asberry B. Butler, Jr., Esq. - School Board Member, Houston, Texas
Resource Panel - Dr. Aaron Brown
Mr. T. E. Patterson
Mrs. Charles E. White

4:15 - 6:30 p.m. Free Time

6:30 - 8 p.m. Dinner

8 - 9:30 p.m. Film - Nothing But a Man

A young railway worker gives up a good job to settle down and marry the preacher's daughter, a schoolteacher. His emotional adjustment to the universal, age-old problems of earning a livelihood and supporting a family, of living in peace and dignity, becomes poignantly difficult because the place is Alabama today and the man will not play the expected Negro role.

9:30 - Reception - Cocktail Party

Sunday, August 20

8 - 9 a.m. Breakfast

9 - 10:30 a.m. General Problem Session - The Board Member and School Business

Participants will review skills required for effective participation at Board and committee meetings. An attempt will be made to develop a reasonable understanding of powers granted to school boards under the state statutes, legal opinions and public relations.

Discussion-Leader - Mr. Henry G. Smith, Jr., Staff Associate - SEDFRE
Resource Person - Carl Rachlin, Esq. , Legal Counsel - SEDFRE

10:30 - 11 a.m. Coffee Break

11 - 12 noon Evaluation Session

Discussion Leader - Mr. Spiver W. Gordon, Staff Associate - SEDFRE

12 - 1:30 Lunch

Political Strength
– How To Get It

A guide to effective action
in your community

The Scholarship, Education and Defense Fund for Racial Equality was established in 1962 to provide a number of basic, yet previously neglected, services to the civil rights movement. Chief among our programs is Leadership Training: Bringing the skills and knowledge of broad national experience to widely scattered unaffiliated local groups rapidly and effectively. SEDF also makes college opportunities available to young people who have demonstrated exceptional character, a capacity for community leadership and a serious commitment to the civil rights movement. In addition, SEDF provides training in citizenship skills to new voters and their organizations, legal counsel to community organizations upholding the rights of the poor, and a variety of other practical services essential to progress toward meaningful equality.

Contributions to the Scholarship, Education and Defense Fund for Racial Equality are tax deductible.

Political Strength — How To Get It

We all know that political strength is important.

Such strength, if it is wisely used, can do much to improve life for the people in your community. It can result in better garbage removal, in the repair of streets, in better schools. Equally important, it can give you real influence in your state capital and even in Washington, D.C.

There is nothing mysterious about political strength. It is based on the ability to organize voters and get them to the polls on Election Day. This ability can work effectively for you even if you use it only within the limits of your own community. What is more, the job you do in your own community is the necessary foundation for any political strength you—and others who share your views—hope to gain in your county and state.

This is a how-to-do-it booklet. It will tell you how you can organize for effective political action. It is based on the experiences of State Representative DeVerne Calloway, in Missouri, and James McCain, of SEDF, who built successful county organizations in South Carolina. By learning from their experiences, you can succeed as they did.

Now, let us begin at the beginning.

THE IMPORTANCE OF PRECINCT ORGANIZATION

The precinct is the smallest and most important unit in American politics. That is where elections are won or lost. Real political power can be built in the precinct. *It depends on how well you organize.* States are divided into counties or parishes. Counties or parishes are divided into wards, or groups of precincts. Precincts are sometimes called election districts. There are 171,413 city and rural precincts in the nation. Each contains roughly from 400 to 1,000 potential voters.

New voters, well-organized in precincts and wards, can bring forward their own issues and run their own candidates. They can also participate in major-party political structures. Where precinct organization is strong, its leaders work on local conditions, on the choice and development of issues and on choice of candidates in the interest of all the people.

Existing party structures must take new voters seriously when the new voters represent poltical value and voting power.

SOME VALUES IN PRECINCT ORGANIZATION

In cities, a precinct is a section containing as many as fifty blocks. In rural areas, where a precinct is a section of a county, the church or community center is the equivalent of the block.

Block clubs are the heart of good precinct organization. Through block clubs, more of the community is drawn into the precinct organization. Each block club elects its leader. Block leaders help each other on common goals. Block leaders support each other on different goals. The *democratic organization* in the blocks continues into the democratic organization of the precinct. This is the source of precinct strength. In the precinct organization, all issues and candidates are discussed. Action is voted upon. Every member has a right to his say. When precinct organization is democratic and strong, everyone participates in making decisions. Members are, therefore, more willing to stick with the group.

Precinct leaders work together to build strength in the wards. When all the precincts in a ward have agreed on a candidate, it is absolutely up to each precinct leader to deliver the vote of his precinct for that candidate. This is only possible with good precinct organization. *All the leaders* from the well-organized precincts of the ward form a team to carry any petitions for the improvement of local conditions, or for any purpose, to City Hall. This prevents City Hall from playing off one precinct against another.

ORGANIZING THE PRECINCT

The Block

One person can organize. Talk to neighbors, arrange for a meeting in a home. Set the date and time. Telephone other neighbors asking them to come. If three come at first, that's enough. Neighbors like getting to know each other in block meetings, and will talk about what troubles them most in the neighborhood—poor street lighting, unpaved streets, lack of sidewalks, not enough playgrounds, too slow school integration. The same people might not talk in a big precinct meeting. Smart leaders will not impose issues but will let issues develop naturally in block discussions. People may want to talk up small issues first, then go to the big ones. *The issues that arouse people are the ones they discover themselves.*

When the block group is going, meetings should be called every two weeks.

- Election law is learned.
- Mock elections with sample ballots are held.
- Block people will know who is not registered and can inform precinct officers.
- Block people will know if any young men or women are just twenty-one and should register.
- Block people will join election-day committees to see that every voter on the block goes to the polls.

The Precinct

To organize the precinct, talk politics and political organization with your neighbors and friends. Work toward a meeting in a home. If any block clubs have been formed, telephone the leaders and members. Set the place for the meeting and the time. By telephone or visits, invite all interested persons. It is enough if four or five persons attend the first meeting. If possible, elect a *precinct chairman* at the first meeting.

The precinct chairman should write to the Secretary of State or the Board of Registrars at the state capitol for a copy of the *state election laws.* Usually one copy is free. It will cover procedures in federal, state, county, and local elections in your state. It will tell how candidates qualify to run for office. From this book, *learn the election laws of the state.* Use the copy of the election laws as a political education textbook in precinct meetings. Send for a few extra copies for the use of your helpers. The small charge for extra copies will be well worth paying.

Find out how the local government works. Visit City Hall, sit in on public meetings of local government—city or community council. Learn how delegates are elected to the County, State and National political conventions. From the county court house or the Board of Elections, get a *list of the registered voters in your precinct,* and get a *map of the precinct.*

The best way to organize *your precinct* is to become thoroughly familiar with it. Learn its physical boundaries by street and house number. If it is a rural precinct, drive around in it until you know its roads and houses by heart. Learn what precincts touch yours.

Get to know who the property owners are in your precinct and who owns the businesses. Know the block leaders. Know which fraternal and other organizations are important. Know who is on welfare, who is getting child aid, who is taking part in federal programs, who is reliable and who is unstable. In a city, know the rooming houses, and who runs them.

Know the professional people, the ministers. Get to know where the employed people work and what kind of work the unemployed are seeking. Be on speaking terms with the children and know who their parents are.

Get so familiar with your precinct that if someone wakes you in the middle of the night and asks who lives at X address on Y street or road, you can answer right off. As you get to know your voters, *they get to know you.*

A good precinct chairman organizes himself. He decides how much he intends to do and when. He knows how much time he will spend on politics. He plans his time. All his material is handy and organized in one place. Then he has himself well on the way to skillful, effective leadership. His own table and telephone is *precinct headquarters.* There he keeps:

- The registration list
- The precinct map
- A card file with a separate card for each member of the organization. He puts on the card the member's name, telephone number, and all information concerning the member: age, what organizations he or she belongs to, what church, where he works, what he or she can do in an elec-

tion: canvass, baby-sit, telephone, form a carpool. He keeps this file active and adds information as he gets it. At all times he carries a notebook in which he jots addresses and reminders.

How to meet voters

Successful politics is largely a matter of getting to know many people. The precinct chairman and his helpers in voter registration and canvassing know the rules on how best to approach people:

- Before you approach a door, know the name of the person who lives on the other side of it.
- When possible, visit in two's. A man and woman make a good team.
- Plan the visit when the whole family will be at home and will not be at a meal. Involve the whole family in the conversation.
- Identify yourself and state the purpose of the visit: registration, membership in the precinct organization, an issue, a vote.
- Don't ever argue with people.
- Don't get angry with anyone.
- Don't ask people right off about their political convictions.
- Be neatly dressed.
- Leave literature if possible. Leave information about the next block or precinct meeting.

- After you have left, mark on cards or in a notebook names of all persons of voting age, registered or not, telephone number, attitude. Also, the help needed to register or vote (baby-sitter, transportation).

STRUCTURE OF PRECINCT ORGANIZATION

Membership: Any registered voter in the precinct who is in accord with your purpose may become a member. All members of the block organization are members of the precinct organization.

Officers: Precinct Chairman, Assistant Chairman, Secretary.

Duties of Officers

The elected *precinct chairman* calls precinct meetings and chairs them.

He is responsible for the smooth functioning of his unit. He appoints committee chairmen and leaders for unorganized blocks.

The assistant chairman is elected. He assists the chairman in choosing new block leaders. He relieves the chairman of such details as the two agree on.

He officiates at meetings in the chairman's absence.

He shares the responsibility of organizing the precinct by taking definite assignments for home visits and contact with voters.

The secretary is elected. He keeps minutes of each meeting in a permanent ledger or notebook. He, or the Treasurer, records all financial contributions (dues, memberships, donations) reported at precinct meetings with name, amount, and date.

He keeps a list of all members of the unit with addresses and telephone numbers.

He forwards duplicates of all such lists to the Ward Secretary.

He sends out meeting notices.

He is present at all precinct meetings and, if unable to attend, notifies the precinct chairman and makes the minute book available.

PRECINCT MEETINGS

Here is a sample agenda for a precinct meeting:

- Call to order
- Reading of minutes
- Report of precinct chairman
- Report of committee chairmen
- Report of block leaders
- Old business
- New business
- Special feature
- Adjournment

Once every two months is usually often enough for the precinct meeting. In the three or four months before an election, a precinct meeting once each month is advisable. Use precinct meetings for political education. Acquaint people with voting procedures in the community. Use sample ballots and miniature voting machines. Discuss candidates and their platforms. Invite candidates to speak to the voters. Have question and answer periods after the speeches. Teach voters to vote their own convictions rather than follow instructions. Teach voters how to qualify their own candidates and how to run an election campaign.

Plan precinct meetings carefully

- Don't rush.
- Pick the right time and place.
- Get people to come—through good publicity, personal invitation, personal letter.
- Appoint committees and chairmen to get people to come, and give these helpers definite assignments.
- Besides routine business, plan a special feature for each meeting. This can be a film, filmstrip, speaker.
- *Make the precinct meeting interesting.*

REGISTRATION

In every Negro community in the country, many potential voters are not registered. Often registration could be doubled. It is obvious that nation-wide and local political power depend on getting out every possible vote. Therefore, precinct chairmen and their helpers must work continuously toward total registration in the precinct.

For a registration campaign:

- Don't forget to enlist women in this work
- Ring doorbells

- Get announcements about when and where to register
- Ask ministers to make registration announcements at the end of the service
- Or ask them to allow a precinct worker to make the announcement
- Put posters in theatres, churches, clubs, wherever people gather
- Use handbills, buttons, bumper tags, stickers
- Use sound trucks

If necessary, bring pressure on county election officials to extend registration days and hours to accommodate working people unable to register on weekdays. In Alabama, Mississippi, North Carolina, South Carolina, Georgia, Virginia and Louisiana, if county officials make it difficult, you can ask the U. S. Attorney General to appoint Federal Registrars.

The Precinct Chairman should add the name of each new voter to his registration list. Each new name, with address and telephone number, is forwarded to the ward or county organization.

Sometimes the precinct organization will decide to support a candidate of another group. In this case, the organization will want to examine the candidate's record and platform carefully. You will want to find out about him from people in his own district who know him. You will want him to come to a precinct meeting to speak and answer questions. You have a right to exact definite promises from him in return for your support. If you watch your step, you can build real power. At other times, the precinct organization will want to run its own candidates. It is a good idea to run good, qualified candidates in the primaries for local, city, county, state and national office. Usually, it is better to run a candidate and lose than not to run a candidate at all. *When Negroes ran for office in recent elections, 90% of the Negro vote came out.*

The precinct organization aims to have every voter vote in every election held in the precinct. A constant slogan in good organization is: *VOTE every time.*

The campaign manager:

Every candidate needs one. He is the candidate's business manager and chief adviser. He does not seek the spotlight but runs the campaign from his office at headquarters specially set up for the campaign.

- He schedules the campaign.
- He arranges for the candidate's speeches and public appearances.
- He raises money.
- He recruits and organizes volunteers.
- On Election Day, he directs the teams that get out every last vote.
- He knows the community, the clubs, the organizations. He knows how to involve people in work for the candidate.

The campaign manager and the candidate work closely together at all times, but in any real disagreement the candidate has the last word. The campaign manager starts planning the campaign and forming committees months before Election Day. Good timing is essential.

By starting on a campaign months in advance of Election Day, you have a chance to see how issues develop, which ones are the strongest, which ones lack appeal. You must find the opportunity to create issues. With an early start, you are more likely to have the best issues going for you well before Election Day.

TIMING A CAMPAIGN FOR A NOVEMBER ELECTION

This schedule should give you ideas on how to work up a suitable schedule for your election campaign.

May 1 to September 1.

- Get support for your candidate from all groups, clubs, and organizations in the precinct.
- Sign and file nominating petitions.
- Qualify the candidate according to state election laws.
- Plan basic strategy, major issues.
- Choose major committee chairmen and block captains.
- Start recruiting volunteers.
- Build card files.
- Draw up a budget and start getting commitments for money.

- Open a campaign headquarters. Make this a big event.
- Find the best free place in the precinct.
- Set up citizens' committees: Veterans for Jones, Farmers for Jones.
- Begin training speakers and canvassers.

September 1 to October 1

- Start speech-making and canvassing.
- Start the candidate's round of personal appearances.
- Start real fund raising.
- Start the publicity program, designed to reach a peak in the last week of the campaign.
- Print and distribute posters and leaflets.
- Organize children to hand out leaflets on Saturdays at supermarkets and busy corners in cities, and wherever there are crowds in rural areas.

At three or four monthly precinct meetings before Election Day, arrange for a major speaker to support your candidate. At these meetings, have the candidates speak.

Campaign Material: Here are some rules you should keep in mind when you prepare leaflets and other material: First of all, don't try to be tricky. Think out what you want to say, then say it as simply as manager starts planning the campaign and forming committees months before Election Day. Good timing is essential.

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Campaign Material: Here are some rules you should keep in mind when you prepare leaflets and other material: First of all, don't try to be tricky. Think out what you want to say, then say it as simply as you know how. Use plain language. Keep your sentences short. Try to be factual. And be careful not to overstate your case.

Let us suppose, for example, that there are six miles of streets in your precinct, and that 90 percent of these are unpaved. It would be a mistake, under these circumstances, to say, "None of our streets is paved." Some people are sure to recognize this as false, and they will find it difficult to believe anything else that you have to say.

The chances are that your grievances are bad enough without being exaggerated.

October 1 to October 20th.

- Start rallies and parades.
- Step up canvassing, fund raising, speakers' programs.
- Schedule a radio or television speech by the candidate for the evening before election.

Last two weeks before election.

- Start telephone campaigns.
- Start street-corner rallies.
- Set up major speeches, press interviews.
- Send thank-you notes to contributors.
- Prepare Election Day program, training poll watchers, checkers, baby-sitters and drivers.

Election Day

- Have poll watchers and checkers on duty with substitutes ready in case any regulars are unavailable.
- Dispatch baby-sitters and drivers.
- Have teams telephone voters to be sure to go to the polls.
- Send messengers to bring out late voters.
- Hold an Election-night party for the workers and voters, thanking them all.

Throughout the campaign, and especially on Election Day, the campaign manager keeps handy his copy of the state election laws, to be sure his workers make no technical errors on which they can be challenged, and to be sure of the rights of his workers if they are challenged. In some communities it may be necessary to have a lawyer stand by to insure that the laws are obeyed. It may even be necessary to secure support from the United States Department of Justice.

After Election Day

Win or lose, telephone, or personally thank, all workers and contributors.

MOCK ELECTIONS

New voters need special education in how to mark a ballot and how to work a voting machine. Mock elections can be held in block and precinct meetings. It is good if each new voter attends three mock elections. Three weeks, two weeks and one week before Election Day is good timing. Set the meeting up like a classroom. If paper ballots are used in your precinct, put up before the class a large version of a ballot. You will not be able to get an actual sample ballot of the coming election until about ten days before Election Day, so for the first two mock elections you will have to improvise a ballot. In class, give each new voter a pencil and a regular size sample ballot that you have run off on a mimeograph machine.

- On the big ballot, show exactly how to mark it.
- Go over and over this information.
- Ask each student to mark the ballot. Get him to fold it as it is folded in an election.
- Ask him to write his name on the back of the ballot, explaining that this is not done in a real election.
- Collect the ballots and drop them in a ballot box.
- *Show the class how an incorrectly marked ballot is a vote lost.*
- Names on the backs of the ballots will tell who has marked the ballot incorrectly. Teach each person who did it wrong how to get it right.

Miniature voting machines often can be obtained on request from county registration officials or from the Secretary of State at the State Capitol. Show each voter how to use the voting machine.

HOW TO RAISE MONEY FOR A POLITICAL CAMPAIGN

Plan all steps of the fund-raising drive in advance. Time the drive so that it will not conflict with another appeal, or come on the heels of another drain on the pocketbooks of the precinct members.

- Appoint collectors for every section of the community and give them information on the candidate and the issues.
- Give them literature on the candidate, so that they can answer all questions about the candidate and the campaign.
- Collectors ought not give people an easy way out by making a half-hearted appeal. Nor should they use high-pressure tactics.
- Collectors should make it plain that money for the candidate's campaign should come primarily from the people who will benefit from his election.
- Continue the drive until you are satisfied that every member of the precinct organization has been personally asked for his contribution.

It is not difficult to raise money for a good candidate.

- Form a financial committee for the campaign.
- Get committee members to contact civic and fraternal clubs, religious organizations and well-wishers.

- Get committee members to ask pastors to ask their congregations to make a contribution.
- Toward the end of the campaign, when you have big precinct meetings with important speakers, take up a collection.

It is not difficult to organize politically, and to run candidates for office. It requires work and attention to detail. But who minds work for a good cause? You will find, when you begin to work in politics, that it's fun, that it's exciting, and that *you can win.*

■ **PRESIDENT**: Andrew E. Norman ■ **VICE PRESIDENTS**: William S. Ellis, Nannette Sachs ■ **SECRETARY**: Ezra Levin ■ **TREASURER**: Shelley Appleton ■ **EXECUTIVE DIRECTOR**: Marvin Rich ■ **LEADERSHIP DEVELOPMENT DIRECTOR**: Ronnie M. Moore ■ **LEGAL DIRECTOR**: Carl Rachlin ■ **BOARD OF DIRECTORS**: Nils R. Douglas, Chairman ■ Robert Ausnit ■ James Baldwin ■ Katrina McCormick Barnes ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S. J. ■ John Henry Faulk ■ Michael O. Finkelstein ■ Doris Freedman ■ Dr. Edward L. Gibson ■ James T. Harris ■ Claude Heckscher ■ Norman Hill ■ Clarence B. Jones ■ Dr. Archie Lacey ■ Joann List Levinson ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Richard J. Schwartz ■ Elaine Slater ■ Norman Thomas ■ Rowland Watts ■ Pearl L. Willen

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc

150 NASSAU STREET
NEW YORK, N.Y. 10038
TELEPHONE 964-8210

Contributions to the SCHOLARSHIP, EDUCATION AND DEFENSE FUND for RACIAL EQUALITY are tax deductible. Your help is needed.

In further consult
Labs' budget as
negotiated

V. BUDGET

REVISED TOTAL PROJECT COSTS

A. PERSONNEL

	Per Cent		
Marvin Rich	1/12	$15,500.00	$ 1,275.00
Ronnie M. Moore	1/12	$11,500.00	$ 958.00
James T. McCain	3/12	$10,500	$ 2,525.00
Spiver Gordon	1/12	$ 7,350	$ 612.00
Susie B. Waldman	3/12	$19,500	$ 4,875.00
Secretarial	4/12	$ 7,000	$ 2,333.00
			~~$11,303.00~~ tot $7703

B. BENEFITS (8%)

8% $ ~~904.00~~ benefits 616

C consultant $ 4,875

D. TRAVEL

4,000 miles @ 8¢ per mile	$320.00
Fares (airplane)	300.00
Per diem 60 days @ $10 per day	600.00

1,220.00

E. SUPPLIES ~~600.00~~ 800

F. COMMUNICATIONS 900.00

G. SERVICES - REPRO 300.00

H. FINAL REPORT ~~1,000.00~~ $200

I. EQUIPMENT 75.00

J. OTHER - Planning Committee
It is contemplated that the Planning Committee of nine members will hold three meetings of two days duration. Thus, there will be fifty-four meetings to be reimbursed. Estimated travel for the nine members ~~$2,700.00~~ 2,000

Estimated per diem at $15.00 per day 820.00 3,520.00

2,000
820

K. SUBTOTAL ~~19,822.00~~ 380 ~~20,207~~ 19,509

L. INDIRECT (10%) ~~1,982.00~~ 1951

TOTAL PROJECT COSTS ~~$21,804.00~~ $21,460

$ 21,460

VI. APPENDED ITEMS

A. OTHER INFORMATION

There has been previous communication with the Bureau of Research on this proposal.

Marvin Rich discussed the project informally with Glenn C. Boerrigter, Chief, Organization and Administration Studies Branch, Division Elementary-Secondary Education Research, U.S. Office of Education.

B. INSTRUMENTS

The body of this proposal outlines many instruments to be developed during the course of this study period.

Attached are sample items developed for previous workshops or for other purposes.

1. Sample Training Exercise from 1967 School Board Seminar. This indicates only one of many ways of handling this instrument.

2. Sample Agenda, also from 1967 School Board Seminar. This will simply serve as a starting point for development of a core curriculum, as outlined in body of proposal.

3. Political Strength -- How to Get It. This is attached as an example of the quality of a SEDFRE-developed how-to manual. Size, content, and style of manuals for school-board members would be tailored to the explicit needs defined during the preliminary research period.

No sample factual case study is attached. We wish to develop and refine a greatly improved form of prepared-in-advance case history material.

Request for reimbursement from John M. Brewer, Assistant Superintendent, Pittsburgh Public Schools, Pittsburgh, Pa.

EXPENSE REPORT PERIOD ENDING September 6 1968

DAY	CITY AND STATE	LODGING	TRANSPORTATION: AIR, RAIL ETC.	TRANSPORTATION: LIMOUSINE TAXI, ETC.	AUTOMOBILE EXPENSES: MILEAGE	AUTOMOBILE EXPENSES: DESCRIPTION	AUTOMOBILE EXPENSES: AMOUNT	MEALS	LOCAL TAXI & CARFARE	OTHER EXPENSES: ITEMIZE	OTHER EXPENSES: AMOUNT	DAILY TOTAL
SUNDAY												
MONDAY												
TUESDAY												
WEDNESDAY												
THURSDAY												
FRIDAY	From Pittsburgh, Pa. To New York, N.Y.		48 00	7 00								55 00
SATURDAY												
	TOTALS		48 00	7 00								

EXPLANATION OF OTHER EXPENSES

Approved by
Charge to School Bd. Sem.
Checked Em
PAID CK # 3436
Date 9/25/68

☐ DEDUCT FROM MY ADVANCE

☒ MAIL CHECK TO

Mr. John M. Brewer
Assistant Superintendent for
School-Community Affairs
Pittsburgh Public Schools
341 So. Bellefield Avenue
Pittsburgh, Pennsylvania 15213

TOTAL EXPENSES 55 00

SIGNATURE John M. Brewer
John M. Brewer

APPROVED BY Lonnie M. Moore

GrayLine "SNAP-A-WAY" FORM 44-950 2-PARTS

WILSON JONES COMPANY • © 1961 • PRINTED IN U.S.A.

EXPENSE REPORT Gregory Sim's **PERIOD ENDING** Sept. 8 19 68

DAY	CITY AND STATE	LODGING	TRANSPORTATION		AUTOMOBILE EXPENSES			MEALS	LOCAL TAXI & CARFARE	OTHER EXPENSES		DAILY TOTAL
			AIR, RAIL ETC.	LIMOUSINE TAXI, ETC.	MILEAGE	DESCRIPTION	AMOUNT			ITEMIZE	AMOUNT	
SUNDAY												
MONDAY												
TUESDAY												
WEDNESDAY												
THURSDAY												
FRIDAY												
SATURDAY	1 Day Professional Services — training Consultant										$ 100.00	
TOTALS												

SBS

EXPLANATION OF OTHER EXPENSES

☐ DEDUCT FROM MY ADVANCE

☒ MAIL CHECK TO

58 Delawareview Ave

Trenton 08618, N.J.

TOTAL EXPENSES $ 100.00

GREGORY SIMS

SIGNATURE Greg Sims

APPROVED BY J. M. Moore

GrayLine "SNAP-A-WAY" FORM 44-950 2-PARTS

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EXPENSE REPORT

PERIOD ENDING 9-28 1968

DAY	CITY AND STATE	LODGING	TRANSPORTATION		AUTOMOBILE EXPENSES			MEALS	LOCAL	OTHER EXPENSES		DAILY TOTAL
			AIR [✓ RAIL] ETC.	LIMOUSINE TAXI, ETC.	MILEAGE	DESCRIPTION	AMOUNT		TAXI & CARFARE	ITEMIZE	AMOUNT	
SUNDAY												
MONDAY												
TUESDAY												
WEDNESDAY												
THURSDAY												
FRIDAY	PHILA. PA.	9/27										
	To											
			8 00						2 25	Parking Railroad Station	2 55	
SATURDAY	NEW YORK	to										
	To	9/28										
	PHILA.											
	TOTALS		8 00						2 25		2 55	12 80

S.B.S.

OCT 1 1968

EXPLANATION OF OTHER EXPENSES

☐ DEDUCT FROM MY ADVANCE

☑ MAIL CHECK TO

OFFICE OF URBAN AFFAIRS
TEMPLE UNIVERSITY
PHILADELPHIA, PA. 19122

TOTAL EXPENSES 12 80 ✓

SIGNATURE M. Lee Montgomery

APPROVED BY JMoore

GrayLine "SNAP-A-WAY" FORM 44-950 2-PARTS

WILSON JONES COMPANY • © 1961 • PRINTED IN U.S.A.

Request for reimbursement from John M. Brewer, Assistant Superintendent, Pittsburgh Public Schools, Pittsburgh, Pa.

EXPENSE REPORT

PERIOD ENDING October 8 1968

DAY	CITY AND STATE	LODGING	TRANSPORTATION AIR, RAIL ETC.	TRANSPORTATION LIMOUSINE TAXI, ETC.	AUTOMOBILE EXPENSES MILEAGE	AUTOMOBILE EXPENSES DESCRIPTION	AUTOMOBILE EXPENSES AMOUNT	MEALS	LOCAL TAXI & CARFARE	OTHER EXPENSES ITEMIZE	OTHER EXPENSES AMOUNT	DAILY TOTAL
SUNDAY												
MONDAY												
TUESDAY												
WEDNESDAY												
THURSDAY												
FRIDAY												
SATURDAY	From Pittsburgh, Pa. To New York, N. Y.		$48 00	4 00					10 00			62 00
	TOTALS		$48 00	4 00					10 00			62 00

S.B.S.

OCT 10 1968

~~EXPLANATION OF OTHER EXPENSES~~

Approved by

Charge to SBS Code #

Checked Em

PAID 3511

10/10/68

☐ DEDUCT FROM MY ADVANCE

☒ MAIL CHECK TO

Mr. John M. Brewer
Assistant Superintendent for
School-Community Affairs
Pittsburgh Public Schools
341 So. Bellefield Avenue
Pittsburgh, Pennsylvania 15213

TOTAL EXPENSES

SIGNATURE J. M. Brewer
John M. Brewer

APPROVED BY Ronnie M. Moore

GrayLine "SNAP-A-WAY" FORM 44-950 2-PARTS

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Scholarship, Education and Defense
Fund for Racial Equality, Inc.
164 Madison Avenue
New York, N.Y. 10016
(212) 532-8216

REVISED TOTAL PROJECT COSTS

		Per Cent		
A.	PERSONNEL			
	Marvin Rich	1/12	$15,500	$ 1,275
	Ronnie M. Moore	1/12	$11,500	$ 958
	James T. McCain	3/12	$10,500	$ 2,525
	Spiver Gordon	1/12	$ 7,350	$ 612
	Secretarial	4/12	$ 7,000	$ 2,333
				$ 7,703
B.	BENEFITS (8%)			$ 616
C.	CONSULTANT			
	Susie B. Waldman	3/12	$19,500	$ 4,875
D.	TRAVEL			
	4,000 miles @ ¢8 per mile	$320		
	Fares (airplane)	$300		
	Per diem 60 days @ $10 per day	$600		
				$ 1,220
E.	SUPPLIES			800
F.	COMMUNICATIONS			900
G.	SERVICES - REPRO			300
H.	FINAL REPORT			200
I.	EQUIPMENT			75
J.	OTHER - Planning Committee It is contemplated that the Planning Committee of nine members will hold three meetings of two days duration. Thus, there will be fifty-four meetings to be reimbursed. Estimated travel for the nine members		$ 2,000	
	Estimated per diem at $15 per day		$ 820	2,820
K.	SUBTOTAL			19,509
L.	INDIRECT (10%)			1,951
	TOTAL PROJECT COSTS			$21,460

July 18, 1968

DHEW/OOE - CONTRACTS DIVISION

ACTION:

INFO.:

TYPE OF MESSAGE

☒ SINGLE ☐ BOOK

☐ MULTI-ADDRESS

SECURITY CLASSIFICATION JUN 24 1968

ACCOUNTING CLASSIFICATION

7580271 82100050

THIS BLOCK FOR USE OF COMMUNICATIONS UNIT

STANDARD FORM 14 MARCH 1963 SEDF
GENERAL SERVICES ADMINISTRATION
FPMR (41CFR) 101-35.306

TELEGRAPHIC MESSAGE

OFFICIAL BUSINESS
U. S. GOVERNMENT

MESSAGE TO BE TRANSMITTED (Use double spacing and all capital letters)

THIS COL. FOR AGENCY USE

START MESSAGE ADDRESS HERE

SCHOLARSHIP, EDUCATION and
DEFENSE FUND FOR RACIAL EQUALITY INC.
164 MADISON AVE
NEW YORK, N.Y.

THIS ~~CONFIRMS TELEGON~~ ________ THIS ~~AND~~ CONSTITUTES OFFICIAL ACCEPTANCE OF YOUR PROPOSAL ENTITLED Field Research and Development of materials for ~~[illegible]~~ 1968 National Conference of School Board members serving city and Rural etc. SUB~~MITTED~~ ________. FORMAL CONTRACT NO. OEC 0-8-080800-4497(010), WHICH WILL INCLUDE ANTI-RIOT PROVISION AND GENERAL CONDITIONS (HEW FORM 315), WILL BE FORWARDED TO YOU SHORTLY FOR EXECUTION. LEGISLATIVE AUTHORITY P. L. 89-10. YOU ARE AUTHORIZED TO PROCEED WITH WORK UNDER THIS CONTRACT COMMENCING JUNE 20, 1968 AND ENDING 10-20-68 AT A TOTAL ESTIMATED COST NOT EXCEED $ 21804. TELEGRAPHIC CONFIRMATION AND ACKNOWLEDGMENT OF THIS AWARD REQUIRED BY JUNE 27, 1968.

DO NOT TYPE MESSAGE BEYOND THIS LINE

OBLIGATE $ 21804
UAN 5786-0810
APPROP. NO. 7580292
OBLIG. NO. 080800
VENDOR NO. 606236

JOHN J. GROSSBAUM
CHIEF, RESEARCH BRANCH
CONTRACTS DIVISION
CONTRACTING OFFICER

ATTN: W. Rick

PAGE NO.	NO. OF PAGES
1	1

NAME AND TITLE OF ORIGINATOR (Type)	ORIGINATOR'S TEL. NO.	DATE AND TIME PREPARED
		6/21/68

SECURITY CLASSIFICATION

I certify that this message is official business, is not personal, and is in the interest of the Government.

(Signature)

Fannie Moore
3/68

Leets mirde 3 · mo period

Ghetto + Southern rural

to plan a national conference of school board members, selected PT A officials (?), Negro school principals who have dir control over ~~ghetto~~ schools or schools in slum areas. + South.

59 school bd members elected in 17 South states, of Va to Tex.

200 Negro school bd officials in country

In areas where areas are predominantly poor and/or black

Purpose:

During planning, survey
Curriculum will depend on results of survey [conference]

~~Later continuing program~~

1. Skill developments at conference
2. Start some intergroup communic (N, S, diff groups
3) Develop methods of follow-up training
Community educ
Training - leadership developmt

Prob:

✓ Most conferences planned c out serving needs of participants. Situation of schools - citizen participation - is th we want to go out + survey need - actually

3/8 6/10 2/20

Also want to set up Planning Committee
Describe kind of people
To meet once/mo during period to plan conference

Error at last conf: didn't develop
specific materials - looked for
already-written things
Wd like to devel materials
this time
i.e. probs of newly elected
rural sch bd person, _ _ _,
etc. No such handbooks _

200

Maximum of 200 persons
Develop some model conference
procedures, using perhaps
resources of Nat'l TL (for
participation of all)

Follow-up, in add'n to workshop
Techn assistance to schl bd officials
after conference
Resource person to rotate, working
c̄ official while he is on his job

30,000 for 3 mos

Pl Comm of 7 (travel exp for 3 mtgs
3 2-day mtgs

Staff: 1 staff assoc assigned directly to proj
2 on research & material devel
who will conduct survey, devel materials
1 full-time sec'y
part-time clerical assistance

fulltime
3 staff
under RM's
direction

Problem

no one ever done it before
-- fr these people
-- in context of pulling tog persons working on educat'l probs of slum residents (3 types)
-- devel of conference techniques to enhance participation

Pre Conf Planning
  Planning committee
  Survey
  Materials

Hist of what done at last conf
This a recommenation out of that
  Same prob, on a broader scale

~~16–20, 1967~~

~~August School Bd Seminar~~

~~-- How many? 75~~

~~-- Southern? 12 Southern states~~

~~Information skills~~

Subject: Nat'l conference/regional school board members, principals, PTA officials north & south

~~Description~~

Problem: "Technical assistance"

Background: Aug 1967 School Bd Seminar

~~C~~

Next Step/Success. Broaden;

~~[illegible]~~ch :

Summary

3-month planning grant to ~~support~~

-- planning comm. to meet monthly

-- surveys

-- develop of materials

-- creation of machinery for follow-up training thru SEDPC (technical assistance to school bd officials

-- devel. of model conference procedures, perhaps using resources of Nat'l Training Labs, to enhance full participation

Conference: How long?

120 Sch Bd members
20 principals & admins
20 teachers
20 parents
10 or 15 educ. & [illegible] universities

People who know field (of HEW) broad contacts with school bd members & constituency orgs

1 or 2 schl bd members

Outside consultant or two

~~16–20, 1967~~

~~August School Bd Seminar~~

~~-- How many? 75~~

~~-- Southern? 12 Southern states~~

~~Information skills, etc~~

Subject: Nat'l conference / regional school board members, principals, PTA officials north + south

~~Description~~

Problem: "Technical assistance"

Background: Aug 1967 School Bd Seminar

~~[illegible]~~
Next Step: Process. Broaden:
~~[illegible]~~ :

Summary

3-month planning grant to ~~support~~

-- planning comm. to meet monthly
-- surveys
-- develop of materials
-- creation of machinery for follow-up (technical assistance to school bd officials) training thru SEDFRE
-- devel. of model conference procedures, perhaps using resources of Nat'l Training Labs, to enhance full participation

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---

120 Sch Bd members
20 principals & admins
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20 parents
10 or 15 educ. from universities

People who know field (of HEW) broad contacts w/ school bd members + constituency orgs

1 or 2 schl bd members

Outside consultant or two

① A ~~Central~~ Current Issues of deep ~~controversy in both Northern + Southern~~ public education will be presented for ~~analysis with~~ group discussion; ~~based on~~ ~~factual~~ case studies ~~drawn up~~ for this purpose.

Participants will be encouraged to discuss + analyze controversial

1) A ~~Current~~ issues of current importance ~~controversy~~ in p.e. both Northern + Southern ~~public education will be analyzed~~; group discussion will be focused around factual case studies drawn up for this purpose.

2) A ~~Also~~: The Arkansas State Teachers Association followed through with a statewide seminar for Negro school board members.

3) A typed

3) B Preliminary research will also be ~~needed~~ undertaken ~~[illegible]~~ to ~~gather~~ assemble the factual material needed ~~in order~~ to develop constructive Conference ~~dialogue around~~ discussion of ~~the~~ two central issues in public education today: 1) decentralization and community control of local schools in the North; 2) ~~the~~ community participation in ~~the~~ school ~~of the South~~ planning & administration in the South, where Negroes are not even thinking in terms of control.

3) C In addition, ~~there is~~ to such skill-development ~~materials~~ literature, SEDFRE also ~~sees the need for~~ plans ~~to~~ drafting materials ~~on the developing dialogue~~ in the field of public education ~~over community participation & community control~~ to help clarify the developing dialogue over decentralization & community participation. ~~Instead of a Instead of preparing a "position paper" on community control~~ ~~specifically~~ background case studies of situations, ~~which emphases~~ which will ~~be a~~ A case study and evaluation of New York City's IS201 Situation, ~~for example~~, it is felt, would ~~provide useful~~ prove ~~highly~~ far more useful and ~~device for evaluating~~ challenging ~~than the~~ any traditional "position paper" on issues of community control. Thus SEDFRE plans to prepare appropriate ~~[illegible]~~ case studies materials as background for Conference discussions.

BUDGET OF ANTICIPATED COSTS

Research and Material Development Consultants (2) (travel expenses included)	6,360
Planning Committee (3 two-day meetings for 9 members)	4,320
Staff Salaries and Benefits	3,000
Staff Travel ~~Expenses~~	1,200
Production + Printing ~~Costs~~	2,500
Secretarial Assistance	2,000
# — Telephone, ~~Office~~ Supplies	1,500
Overhead	3,132
TOTAL	24,012

? Does this budget reflect what is implied re 1 staff assoc assigned to this project?

Does staff salary items + staff travel refer to Marv + Ronnie only?

If so, add this person, who is ~~and~~ & readjust!!
If not, remove the guy on list on p. 4

~~7520~~
~~6360~~
~~1160~~

~~24,012~~
~~6360~~
~~30,372~~

p 3 - A

1. **PLANning Committee**. SEDFRE will set up a broadly based committee of seven to nine: appropriate government officials with special expertise in educational public programs, and with broad contacts among school board members and parent organizations; one or two members of school boards; one or two outside education consultants. This committee will plan the conference in a series of three two-day meetings held once during each month of the planning period. One important function of ~~One role~~ of this committee will be to develop~~ment of~~ a selection process. Thoughtful selection of Non-school-board-member participants is ~~must be chosen carefully to~~ vital a) to insure broad community represenation at the Conference and ~~to~~ b) to maximize the opportunity for a well-balanced examination of advice ~~[illegible]~~ current issues. Selection of ~~Faculty~~ faculty is of fundamental importance as well; The Planning Committee will ~~recommend~~ [illegible] ~~must include~~ experienced school board members and government officials who can speak from concrete knowledge, using the case-history method of teaching which has proved ~~so~~ singularly effective in similar training situations.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

RECEIVED
AUG 6 1968
SEDF

In Reply Refer To:
CD/RB/W.A. Rich
Telephone No.
202 963-4841

Contract No. OEC-0-8-080800-4492 (010)

Scholarship, Education and
Defense Fund For Racial
Equality, Inc.
164 Madison Avenue
New York, New York 10016

Gentlemen:

We are pleased to submit an original and three copies of referenced contract. If this proposed contract is acceptable, please sign and return the original and two copies to this office within ten days. The third ~~copy is for your~~ file.

Enclosed, also, is one copy of the booklet entitled INSTRUCTIONS FOR PREPARING SUBSTANTIVE REPORTS BASED ON RESEARCH PROJECTS SUPPORTED BY THE OFFICE OF EDUCATION, BUREAU OF RESEARCH. This is the guideline for preparation of reports which are required under Article 3 of the proposed contract.

Upon acceptance by the Contracting Officer, on behalf of the Covernment, one executed copy of the contract will be returned to you.

If you have any questions pertaining to the enclosed contract, please contact the above.

Sincerely yours,

John J. Grossbaum
Chief, Research Branch
Contracts Division
Contracting Officer

Enclosures 5

To: Marvin Rich
Eleanor Margolis

March 19, 1969

From: Susie Waldman

Re: Accounting with SEDFRE

Outstanding

I. Fees from HEW grant

Aug. 1-Sept. 20, 1968	$1, 200
Spt. 21-Oct. 20, 1968	1, 087. 50
	$2, 287. 50

II. Compensatory Time (days worked beyond 3-day week during period of Oct. 20-Feb. 2, 1969)

1968:	Oct. 25	1 day
	Nov. 8, 22	2 days
	Dec. 12, 13 19, 20, 27	5 days
1969:	Jan. 9, 10, 17, 23, 24	5 days
		13 days

(At Conference, Jan. 30-Feb 2 - 4 days) ???

III. Compensatory Days Taken

Week of Feb. 24-28 (away on vacation)	3 days
Week of MMarch 3-7 (worked only 2 days)	1 day
	4 days

IV, Number of extra days left: 9

[n.d.]

To: Marv Rich, Jackie Turner

From: Susie Waldman

Expx

Re: Copy for Final Report

Attached is complete copy for a) final report b) appendix.

The plan is to have the attached materials retyped according to ERIC specifications, assembled, and bound into 15 books for formal submission. We may wish to order some additional copies for our own use here. 25 total

Specifications for typing and reproduction (paper weight etc) are written on copy. The blue ERIC instruction book is available for further clarifcation -- see Susie W. if necessary.

Rough estimate of pages is a) report, 10 (some single, some double-spaced)
b) appendix, 82! (many doublespaced)

Do either of you see any long items we can omit from the appendix?

Might we take this opportunity to duplicate some Curriculums for our own extensive use with resource persons in the immediate future? (100)

Would it be possible to photo-copy 15 sets of the questionnaire, reducing the size of the printed matter to the required 6" x 9"? If it turns out legible, think it will be more useful appendix material in the form we actually sent out. xerox can do.

Once the decision has been made, think I had best sit down with typing-service person on this and supervise closely. Have done this with one agency and they did a fine job; notice they also did transcript from 1967 School Board Seminar for you. The woman to call is Miss Stillman at Stillman Secretarial Services, 79th and Third Ave, TR 9-9177.

11:30 a
12:00
Fri.

$12,000 is $12,000.

Regretfully,

S

Xerox Reproduction Services:
295 Madison (41)
957-6252

Rough est's:
25 copies at 50pp: $85
+ collation. Add binding
100 Curriculums $25

24 hrs reprod
24 hrs to collate + bind

BR 8-0800
PA-24

FINAL REPORT

Project # 8-0800

Contract # OEC-0-8-080800-4492 (010)

FIELD RESEARCH AND DEVELOPMENT OF MATERIALS FOR 1968 NATIONAL CONFERENCE OF SCHOOL BOARD MEMBERS SERVING CITY AND RURAL COMMUNITIES, NORTH AND SOUTH

October 1968

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

[illegible] Inc

Project No. 8 0800

Summary

FINAL REPORT

Project # 8-0800

Contract # OEC-0-8-080800-4492 (010)

FIELD RESEARCH AND DEVELOPMENT OF MATERIALS FOR 1968 NATIONAL CONFERENCE OF SCHOOL BOARD MEMBERS SERVING CITY AND RURAL COMMUNITIES, NORTH AND SOUTH

BY

Ronnie M. Moore

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC.

NEW YORK, NEW YORK

October 20, 1968

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare, Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF

HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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FINAL REPORT

Project # 8-0800

I. Introductory session: summary

This project was undertaken to develop tools for improving the skills, effectiveness and understanding of Negro school board members. The Scholarship, Education and Defense Fund for Racial Equality (SEDFRE) used the four-month grant period to develop a variety of teaching aids and useful self-help materials for use at a conference it is sponsoring: the National Conference of Black School Board Members. This will take place January 30-February 2 at Airlie House in Warrenton, Virginia. Some 200 men and women are expected to participate. Conference faculty will include top-level government and professional experts in education, and experienced Negro school-board members and educators.

A special questionnaire-survey was designed and distributed, through field interviews and mailings. The questionnaire provides information about the applicant, and also clues on his preferences for a conference curriculum matching his specific needs. An extensive list of black school board members was secured. Materials were developed after responses had begun coming in and analysis was made of the questionnaire-surveys. In addition, a Planning Committee was appointed, and met for two weekends during the grant period. The Committee gave SEDFRE staff valuable guidance on the goals of the conference, and on curriculum and materials development.

Two important items were produced in working drafts during the grant period: a draft curriculum, and a case-study of Trenton, N. J. to serve as a training exercise in strategy planning. Other needed materials were designed, assigned and are in varying stages of progress.

Submitted concurrently with this report and available through the ERIC system are the first three in a continuing series of simple how-to manuals for skilled community action. These are: Political Strength--How to Get It; Negotiation--A Tool for Change; and How to Raise Money for Community Action. Each will be used in skill workshops at the forthcoming Conference, in some instances with an accompanying sheet of specific guidelines for school-board members. An additional manual on public relations is in production. Also available in this fashion is a 38-page SEDFRE Report, "1967 School Board Seminar for Newly Elected Members of Southern School Boards."

1969 Conference materials, when completed and produced, will be assembled into training kits. These materials kits will be available to all who may find them of practical value: new school board members, candidates, teachers, principals, administrators, parent-association and other community leaders.

In addition, the systematic research and development procedures followed during the grant period will provide the basis for a planning kit, to help other groups repeat SEDFRE's experience of planning its National School Board Conference for smaller workshops, to be convened region by region.

II. Major activities and accomplishments during grant period

A. Planning Committee of 11 members was appointed and convened for two weekend meetings, producing agreement on 1) goals of a Conference of Black School Board Members, 2) guidelines for a curriculum and training design, and 3) recommendations of appropriate resource persons. The 11 Planning Committee members also gave SEDFRE the nucleus of a committed volunteer faculty to serve at the 1969 Conference in well-defined and clearly understood functions. (See Appendix A for minutes, list of recommended resource persons.)

B. Questionnaire-survey was developed, field tested, approved by Office of Education project officer. The survey form was distributed to some 200 to 250 school-board members and candidates -- some via field interviews, some via mailings. A list of some 200 names and addresses of black school-board members was compiled for the mailing after months of research. Queries and field information continue to bring in additional names and questionnaire replies. An early test of the questionnaire form enabled SEDFRE to analyze a dozen responses for curriculum implications before the second Planning Committee meeting. At the end of October, close to 70 replies were in hand; these are being analyzed for curriculum emphases. (See sample questionnaire-survey, analysis of early results, state breakdown of replies received through October in Appendix B.)

C. The materials consultant hired for the grant period completed the questionnaire form, a case study on Trenton, N. J.; a Conference prospectus; a series of agenda items and exercises; a draft curriculum. An overall design for materials needed was also completed. Work is underway and will continue on the variety of specific materials being created for the Conference in line with 1) Planning Committee recommendations, 2) participant preferences, and 3) curriculum and follow-up needs. (See Appendix C for Trenton case study; agenda items; curriculum; list of exercises, discussion stimulators, take-home manuals, guidelines and other materials being specially developed or assembled.)

III. Problems

A. Departures from original plan

1) Two Planning Committee meetings, instead of the three projected, proved sufficient to the task and more reasonable in the allotted time period.

2) There were 11 members rather than the nine proposed for the Planning Committee.

3) A selected and more limited group of non-school board members will be invited to the Conference as resource persons, rather than as participant-trainees, as originally planned. The Planning Committee felt this shift was necessary in order to keep the total number of participants down to optimum size.

4) Title of the proposed conference was changed, by addition of the explicit word "black." The August 1967 School Board Seminar was labeled for "Newly Elected" officials and drew in fact all Negro trainees. The forthcoming meeting will be designated a National Conference of Black School Board Members.

5) Date of conference also shifted from 1968 to 1969, for practical reasons. Tentative date is set for January 16-19.

B. Special problems encountered or expected in future

1) Black school-board member emphasis is preferred -- by the Planning Committee for philosophic reasons, and by SEDFRE staff for practical teaching considerations. It was felt that Spanish-speaking or American Indian candidates could not be added simply: representatives of these increasingly assertive ethnic communities had not been in on the ground floor of planning. The general feeling is that the problems confronting Negro school board officials north and south, urban and rural, are complicated and conflicting enough in themselves; to introduce other groups would detract from this Conference's great potential for constructive, unified action and a comfortable environment in which to carry out effective leadership and skill training.

2) All speakers and materials at this Conference must be fully attuned to the explicit and well-defined goals of this undertaking. Emphasis must be on how to understand and manipulate the educational system for the benefit of impoverished or discriminated-against pupils. Standard presentations on the advantages of Federal programs must be adapted to this emphasis, and kept both brief and pointed to the participants' express needs. Teaching will not be directed at making people comfortable with the status quo, but rather at equipping them to make the best features of the system work better for them and their black constituents -- or at encouraging them to demand needed modifications when the system cannot function adequately for the needs of black pupils.

IV. Significant findings and events

A. Field Research: compiling the most extensive list in existence of black school board officials throughout the nation; devising, distributing and analyzing questionnaire-surveys; assimilating Planning Committee deliberations and decisions into defined Conference goals, curriculum and supportive materials.

1) Surprisingly, the most informed estimate is that in all, there will be some 500 Negroes serving on local school boards by January 1969. SEDFRE has, with difficulty, collected names and addresses of some 200 board members and candidates, reaching each of these with a questionnaire survey. Even at this early stage (November 1968), we have in hand 69 replies from 18 states. Our goal is to reach as many of the 500 as we can locate through continuing efforts, and select a final 180 board members and candidates for training at a National Conference of Black School Board Members.

2) An early scanning of the 69 responses in hand shows that applicants from both North and South are strikingly desirous of learning how they may better serve the needs of Negro pupils. Curriculum preferences confirm the validity of the Planning Committee's stress on increasing the accountability of the black school board member to the community he represents. While the problems of public education and the means of dealing with them differ sharply from North to South, increased accountability to the Negro community is a common thread binding together the two groups of trainees. A systematic tabulation of applicants' preferred informational or skill-training sessions will enable us to bring the first-draft curriculum into concordance with participant needs as expressed on the questionnaire-survey. Allowance has also been made for on-the-spot revision of the curriculum after the participants engage in a goal-setting session.

B. Materials

A number of basic tools were developed, which will enable SEDFRE to produce the additional needed materials for the Conference in the coming months.

First, the questionnaire-survey was developed, giving us an instrument for informed candidate selection and for a curriculum taking the participants' express needs and preferences into full account.

Second, a case-study training exercise was developed around the experience of Trenton, N. J., where a black superintendent of schools won appointment in August 1968. Aims: to promote a broad understanding of the multiple problems confronting schools today, and to develop a better recognition of the importance of strategic planning in community action. The goal of the study is to encourage minority-group school-board officials and community activists to collaborate despite ideological differences, to achieve one specific objective on which all agree, to accomplish the change of one thing in an educational system.

Third, a Prospectus describing the Conference was prepared for use in contacting persons and others interested in the undertaking.

Fourth, two kits of planning materials were prepared, one for each Planning Committee Meeting. Kit #1 included a Report on SEDFRE's Seminar for Newly Elected Southern School Officials, out of which the projected National Conference grew; the agenda, methodology and actual content of this Conference was essential background material for this group of planners. (This 38-page SEDFRE Report on the 1967 Seminar for Newly Elected Southern Officials was submitted separately and is available through ERIC.) The kit also included a copy of the drafted questionnaire-survey; a book excerpt on the goals of education, a draft of the Trenton case study, sample lists of agenda topics and case-study suggestions, an evaluation sheet from the 1967 seminar, and for follow-up discussions, a copy of SEDFRE's newly funded Technical Assistance Program for Newly Elected Public Officials. Three SEDFRE how-to manuals were also included in this first kit and are being submitted separately with this Report so they may be available simultaneously through the ERIC system. They are: Political Strength-How to Get It (22 pp.); Negotiation-A Tool for Change (18 pp.); and How to Raise Money for Community Action (23 pp.). Kit #2 contained SEDFRE's working lists of black school-board members located to date; the minutes of the first meeting; an analysis of the first 12 questionnaire-survey replies received as they reflect curriculum preferences; and four suggested agenda items for criticism and development. The draft curriculum developed after the completion of the two Planning Committee meetings is serving as the staff's guide to further material development. A careful examination of the curriculum and the two accompanying lists of materials (Appendix C) offer a detailed description of work underway.

V. Staff utilization

School Board Seminar

6/20/68 - 10/20/68

Name	Title	Salary Rate	% of time or Consul.Days	Amount
Marvin Rich	Exec.Director	ann.$15,500	1/12	$1,275
Ronnie Moore	Dir.Leader. Training	" 11,500	1/12	958
James T.McCain	Staff Assoc.	10,500	3/12	2,525
Spiver Gordon	Staff Assoc.	7,350	1/12	612
Edward Cole	Staff Assoc.	7,000	1 week	135
Henry Smith	Staff Assoc.	9,500	2 weeks	365
Susie B. Waldman	Consultant	Daily $75	55 days	4,125

VI. Conclusion

Both the curriculum and materials are being designed to help all black school board members become more effective in answering the special needs of Negro pupils, teachers and administrators.

In some school systems (rural areas, most of the Southern and border states, suburban areas in the North, East and West), this means learning how to mount intensified drives toward school integration, guarding the interests of Negro pupils, teachers and administrators during the changeover from segregation to desegregation, integration and consolidation.

In other school systems (big cities with large ghetto areas), this often means something quite the opposite: intensified drives toward community control of schools designed to meet the individual needs and interests of black pupils. Today the urban trend among Negro educators, parents and other community leaders is to call for decentralization and community control. The stress is not on entering the educational establishment, but on making it more relevant and responsive to the black students it is serving.

The curriculum of SEDFRE's Conference is thus being designed to bridge these differences: to help school board members understand and appreciate their sharply distinctive needs, and to recognize the common goals which all share. Skill workshops are being designed to enhance the concrete techniques participants will need to use in order to effect needed reforms in their schools back home. Teaching exercises and take-home materials are being angled to take into full account current trends in public education, as expressed by both the Planning Committee and Conference applicants.

VII. Certification

Marvin Rich
Signature of Contract Officer

Ronnie M. Moore
Signature of Project Director

1/20/69
(date)

1/20/69
(date)

APPENDIX A

MINUTES OF TWO PLANNING COMMITTEE MEETINGS

Planning Committee Members:

Dr. John Brewer (at #1, #2)
Assistant Superintendent
Pittsburgh Public Schools

Dr. Aaron Brown (absent)
N.Y.C. Board of Education and
Long Island University

Joseph L. Howell (at #1)
Project Director
Research Council, Great Cities Program

William Holloway (at #2)
U.S. Department of Health, Education and Welfare

J. C. James (at #1)
U.S. Department of Health, Education and Welfare

M. Lee Montgomery (at #1, #2)
Office of Urban Affairs
Temple University

T. E. Patterson (at #1, #2)
Executive Secretary, Arkansas Teachers Association

Mrs. Evelyn Rich
N.Y.C. Public School Teacher

Samuel Simmons
U.S. Commission on Civil Rights

Gregory Simms
N. J. Community Action Training Institute

Jeanne Smith, M.D.
Englewood, N.J. School Board Member

Preston Wilcox
Chief Consultant
I.S. 201 Complex Community
Education Center

Staff:
Marvin Rich
Ronnie M. Moore
Susie B. Waldman

MINUTES
FIRST PLANNING COMMITTEE MEETING
(National Conference of School Board Members)

Saturday, September 7, 1968, 9:00 A.M.

Marvin Rich opened with some background of 1967 School Board Seminar which led into this, and recommended that Planning Committee members read awhile from kits which included report of 1967 Seminar, agenda of business for this meeting, lists of suggested curriculum items, materials to be developed, etc. -- all necessary background for discussion.

(Period of reading, getting acquainted with material)

I. REACHING BLACK SCHOOL BOARD MEMBERS TO PARTICIPATE: "LIST" PROBLEM

Everyone promised to help. Some specifics of what we can expect:
New Jersey: 16 black school board members
Contact with Association of School Board Members: George Hutt, Philadelphia.
J. C. James, Office of Education, promised to take on Region IV, Atlanta Region of 6 states - "relatively simple" -- and to approach other Regions and ask them to make a survey.

Simms: (Suggests) we try tapping OEO structures which could get such information for north: Community Action newspaper, or National Association of Community Development. (Might be late for this year, but could set up system for future years.)

Howell:(Promises) to cover 16 large cities. Will try also to cover the 40 next-size cities as well.

Patterson and others mentioned specific state teacher organizations and names which might prove helpful sources.

Marvin Rich outlined procedure: SEDFRE will get out what we can immediately, send each planning committee list as we go along and ask for more.

II. SIZE AND PARTICIPANTS

Marvin Rich explained money factor and teaching factor as main determinants of size. A conference numbering 200 would cost roughly $40,000-$50,000. Maximum we feel good for teaching purposes runs between 200 and 250.

Sam Simmons, on question of "other" participants (including students), pointed out that group could grow to 700 or 900 as word got around. All agreed with Greg Simms' suggestion that others be invited not as participants, but as resource persons.

Structure problem.

Sam Simmons: 2 contents biggest problem.

Marvin: Thought of having optional workshops for Northern and Southern.

James: Division is rural vs. big city as much as North vs. South. Atlanta much the same as Northern big-city school system. More like Detroit than rural South.

Brewer: Common denominators in big city North, big city South; rural north and rural south. And there are common problems for all. Must be a national coalition, joint thinking. Must be hammered out in black conference like this.

This discussion ended in agreement to limit participation to school board members, to limit size of conference. Others are important, but should be selectively invited as resource persons. As Brewer stressed, confrontations with teenagers, militants, etc., are very relevant. It was agreed to discuss curriculum and program first, and then to set length and cost.

III. TOPIC SUGGESTIONS

A. Personnel

Evie Rich: Recruiting competent personnel, from superintendent down to teacher, is a critical educational need. Is this a function of the Board? If so, how can we help the board member recruit the right kind of people?

Trainees need the ability to identify able, competent superintendent who in turn will hire the right person.

Brewer explains emasculation of school board by top school staff. Staff can take board policy and twist and distort it on the way down. His point: All black school-board members should know their responsibilities if they serve on personnel committee re. policy that affects black kids.

James: Emphasize importance of black school board members getting on personnel committees.

B. Strategies for Basic Change

Brewer: Suggests this above heading as topic. Simms suggests "Tactical Procedures" (push the button to the community groups) as the basis for a half-day session, suggesting Dr. Eugene Youngue, psychiatrist, who spearheaded action in Pittsburgh.

C. School Financing

Simmons: This should get a big block of time: half a day possibly. Should include federal aid, changes in administrative practices. Detroit is suing the state over the amount given to disadvantaged youngsters -- also California.

Point: How this damn system operates and how you get good out of it. Key is money.

Marvin Rich: Little margin: need to read budget...look for other sources.

Brewer: Subtleties: dig deeper. Black board members naive and must recognize when they have superintendent who won't touch federal funds out of fear of opening a whole can of worms.

Must tell trainees which key Board committees to push for.

Marvin Rich: Which are important, and which are a crock?

IMPORTANT COMMITTEES: PERSONNEL, FINANCE and CURRICULUM (includes site selection, which gets back eventually to finance) (Human Relations a crock)

SEDFRE staff will add a question to its drafted survey questionnaire:

> "What committees do you serve on? Are you a member or are you a chairman?"

D. Parent and Community Organization

Evelyn Rich: In NYC, built school where we (organized parents) wanted it. Great school. Parents and community CAN overcome even a monolithic establishment.

Simmons: Black school board member must realize that there are people on the outside who can help them. Too often, just go along with the system. Must use outside resources to beat or modify system to work for black kids.

E. Accountability and Followup

Montgomery: Need to teach board member how to develop for himself a team of resource people. To deal with subtleties.

Brewer: Coalition idea -- when problem comes up, board member should be able to phone other black school board member who has gone through similar problem.

Simmons: Not ultimately a matter of getting a black member on every school board. Washington's board, with a majority of blacks, is bad. Ultimately it is: What will give my black kid a better shake.

Accountability is the real problem. Need to have a few responsible parents overlooking Board business and involved in policy decisions.

Accountability can't be explained in strictly racial terms. Anyone running the system ultimately has to be watched. We need not just skillful and sly manipulators -- but good, trustworthy people. Not all color.

Marvin: How do we get at this in Conference format?

Brewer: Trainees will not be aware of where their boards are being emasculated, where their own levers of power are. When they see what the system is about, they begin to grow. Important to get the right guys to Conference and give them important roles to play.

Suggestion: Board member in cities must be responsible for his own survival. (Preston Wilcox - North)

Suggestion: Board member in rural areas must develop responsibility. (Howard Fuller - South)

Marvin Rich, Comment and Interim Summary:

Imposed accountability as well as legal accountability. Asking trainees to develop a greater responsiveness to needs which may not yet be articulated...a trainer's dream!

Summary:

1. Non-schoolboard members better as resource persons

than trainees

2. Rural and big-city 2 structures
3. Need to figure out content first
4. Committee stuff--making board function
5. Discussion of accountability, responsiveness
6. Little talk of possible outcomes of Conference: coalition
7. Faculty people who have demonstrated responsibility

Windup of discussion on accountability:

James: At first appointment, black school board member is so happy to be there, knocking themselves out to be part of establishment. Need to know responsibility they have to rock the boat.

Evie: Opponents of the system can influence the system: example of Galamison appointment.

Windup of discussion on followup:

Simms: Have staff to keep contact. Follow-up essential.

Simmons: If SEDFRE's Technical Action Plan funded, would do it.

F. Education, Relevant Type

James: Nothing yet said about education: must focus on education.

E. Rich: Discussion so far more procedural than substantive; focus on selection of personnel important substantively, but also curriculum and training are key. Should concern itself with substance too. One conference can't do both. Better to show what it ought to be instead of what it is.

Howell: Procedure meaningless unless you know what they relate to. Okay to stress procedure, but always related to relevance and substance. Many trainees got in for political reasons: not even high school graduates. It is a school board, and its main concern, education.

E. Rich (Recommends) guidelines providing valid criteria to good curriculum. To help trainees not only ask the right questions, but know what kind of answers to expect.

Illustration of going into principal's office and saying program is not meeting needs X, Y and Z. He says okay, get some people together and write it down.

Simmons: Focus on what is the product you want. Don't focus on way you get it.

Brewer: Also must equip school board members with good solid answers. Others will come at him with information on why black children can't learn. He must be able to say, "That's your problem; I want results."

Montgomery: Need to develop resource team to serve them. (Again the team suggestion.)

Brewer: Use black colleges. Don't go in there (to superintendent) naked. Black Think Tank.

Greg Simms: Would we set up Black Think Tank in South?

Brewer: Yes. Need human pool they can tap. I'm setting one up in Pittsburgh. Reputable black knowledge base...enabling kids to be damn militant but damn sensible. (for proposal writing, togetherness, coalition)

Howell: Structure two-faceted conference for follow-up:

1	2
Facts and information to arrive at right judgment	Political strength to enforce right point of view

Simmons:
1. What kind of product they expect to come out of educational institution
2. Understanding how establishment works, where it must be changed to produce product we expect

Brewer: Must convince them they have a problem.

E. Rich (Restating)
1. How the system works (finance, politics)
2. What is wanted (product)
3. How to manipulate

G. What Do We Want?

Patterson: Attitudinal problem. Once you start confronting, can't relax. Must see problem or situation gels and he binds himself in too tight to move later.

Must consider attitudes of both white and Negro.

Marvin: Being school board member a process. No single victory enough. Yet, can't talk so much about process that you frighten people. Each victory more an opportunity toward an end. Cooperation or communication with other groups in community is crucial too. Not easy.

TEACHING METHODS

Howell: Experienced school board members teaching.

Marvin: Approach that works with Southerners is personal experience, case histories. Will this work in North?

James: Two members in Americus, Georgia. Developing plan for complete integration of schools in America.

Question raised on inclusion of the topic of Integration/ Desegregation. Touchy.

Simmons: Can't answer questions, but mustn't avoid them.

Brewer: Can give them honest information on what has happened.

Greg Simms: Will have to group participants to deal effectively with issue in small groups.

		NORTH		
U				R
R	A		B	U
B				R
A	C		D	A
N				L
		SOUTH		

Simmons: Important to mix Southern and Northern urbans.

Brewer: May be times, too, when you want to split urban into North and South. (Illustrates by ladders showing different levels at which Negro and white teachers are placed on social ladder.)

SATURDAY AFTERNOON, September 7, 1968 -- A few highlights.

Simmons: Desegregation, Integration, Compensatory Education. Will have to deal with each and let people know full implications so they will at least be intelligent about them. Can't give answers.

Simms: The vanishing black administrator in the South the other side of the coin of the needed black administrator in the North (Trenton).

Case study from South: Patterson on Arkansas, James on Kentucky. Both will help.

Wilcox: Informal network that kept white school system alive disappears when blacks organize - like IS 201. Think this represents a phenomenon that will take place more and more as black leadership takes over. Have to create a whole new thing when everything is withdrawn: the Belgian Congo syndrome.

Simmons: (Corroborates this with) Cleveland and Gary, too. Mayors took over something sick. Dollar-a-year men never came around to ask Hatcher and Stokes what they could do.

Wilcox and Smith: Importance of tracking, homogeneous grouping, as agenda items.

Restatement of Objectives (Simmons, Evie Rich):

1. How does educational system operate today?
2. What kind of product do we want?
3. How can we manipulate the system that exists to achieve the product that we want?

Three small groups set up to deal in morning sessions with three above objectives.

SUNDAY, SEPTEMBER 8, 1968 Small Group Meeting: Patterson, James, Waldman

Topic #1 -- What It Is -- with emphasis on southern and rural, where we have less information

Theme: (Patterson)

Basically trying to wrest equal opportunities.

Stepladder of who suffers during unification of black and white schools in South, etc.

1. When classes are mixed (desegregation), burden is on the Negro student.
2. In unification or consolidation (integration), burden shifts to Negro teachers.

   For staff of newly integrated school, superintendent will look for best teacher. Negro kids lose their best and suffer.

   Tendency to take "best" also works out often to mean one who is whitest, or one who can get to board member; not necessarily best teacher of black kids.

Collection of possible case studies or discussion cases from Patterson and James.

MORRILTON, ARKANSAS

In 65-66, Freedom of Choice led into siguation of single high school for all kids. Situation arose over the staff of the formerly Negro school...

CHAPEL HILL, NORTH CAROLINA

An Office of Education "success story," with resource person suggested in Chapel Hill, Ann Boyd, Southern Education Foundation...

What are the problems?

-- Decline in public support of Chapel Hill schools.
-- Disintegration of Negro parent-teacher associations.
-- Need to revitalize Negro parent interest.
-- Disparity in achievement levels.

Theme: (JC)

The more Negroes, the more difficult the problem of effecting changes in the system. True both North and South. In rural South, whites won't give up inch of control.

CASE ON SALARY EQUALIZATION AND PERSONNEL IN ARKANSAS for Carl Rachlin. State Association is the problem, and Patterson wants to know whether he can get some legal help.

Query: What would be useful in the way of a legal compilation for everyone?

JC: Include a copy of Office of Education Guidelines.

Pat: In Arkansas, recommend that every school board write its policies down and distribute to every teacher in the system. One board wrote in their policies that no teachers would be dismissed in the process of consolidation. Then this same board fired 4 or 5 teachers in the last school consolidation in violation of its own written policy. No one complained. But written policy could be useful in court.

JC: (Also suggests) including for trainees copies of Civil Rights Law of 1964. Points out that The State Department of Education is required to sign assurances of compliance under Title VI of Civil Rights Act of '64, just like the districts. Can get them on this if someone willing to challenge

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Theme: North-South Differences -- The Way It Is

Pat: In South, not moving to achieve unification for equal educational opportunity...they're complying to get federal funds to use throughout system...It's a pass-the-buck deal: white pressure is on not to do any more than your neighbor, not to do any more than is absolutely necessary.

JC: Spread it around, with leftovers, as usual, going to the disadvantaged, instead of the reverse, which is the intention: disadvantaged getting their needs first, then rest spread around. Last considered, Negro and poor.

Many superintendents say: I want a court order -- take me to court. Takes the heat off them. There is, rarely, a superintendent or a board who are seriously concerned and willing to move. However, even these are afraid to do so because of community pressure. Court order gives such people leverage to act.

FORT SMITH, ARKANSAS

It was announced in advance of the opening of schools in 1966 that the Negro high school was to be closed. Children were to go into two white high schools. Nothing was said about the faculty. The guidance counselor wound up as the sole appointment: was taken on as a classroom teacher... After action, felt themselves unjustly treated. Group of teachers and principals had not spoken to superintendent and school board. Eventually teachers were assigned to existing high schools in Fort Smith. Pressure came from staff itself. Problem was not as great as it had seemed. Principal resigned.

MCNEIL, ARKANSAS

Enrollment here is 2 to 1, Negro over white. HEW ordered faculty integration. In April, superintendent said they'd fire 4 Negro teachers, put in 4 white. In May, added principal to that list. Pat was invited down...

Pat's comment: All black student body, all white (gradually) staff. Four, one at a time. Principal didn't holler till got down to his neck. ?

Comment on State Department of Education, where many former Negro principals land and which is used as something to brag on: No promotions of Negroes on state boards.

JC on problems at national, legislative level:
Mustn't overlook problem of Congress: insufficient appropriations, or strings that weaken good tools....

Told us then about current move toward re-centralization of OE programs, particularly those under the EASY act. Pressure from education lobby.

Two years ago, Congress insisted on decentralizing these programs. Pressure from Congress for more state control over government programs.

As of September 1968, because of pressure from the NEA, National Association of School Boards, American Association of School Administrators and State Department of Education people, these programs are being re-centralized, brought back to Washington.

They want this because can get more mileage from Washington pressuring Congress than from separate states. (Official excuse is administrative inefficiency of decentralized operation.)

Pressure groups have been able to dictate again to HEW.

(At this point, query was raised about what was a more desirable goal: centralized or state-by-state. What kind of policy would make sense to recommend if there was such a body as the black coalition?)

Pat on policy for potential national coalition of black educators:
Continue categorical aid until we have sufficient blacks in our State Departments of Education.

SUNDAY MORNING, TOTAL GROUP SESSION

(After Group #1 Report on Southern case studies materials)

Simmons: Important thing to know is: how does the system operate informally. Must know role of teacher associations.

Montgomery: Must know how system is 1) supposed to operate, 2) actually operates, and 3) how to get most out of it, make it work for us.

Ronnie: What black people want. Dealing with black school board officials, many of whom DO want to deal within system. Also must get them to evaluate system.

Patterson: Not asking for anything but "gimme-what's-mine." In the North, it's what I want plus what's more. In Southern Schools, teachers don't have tenure. (Northern black community)

Synthesis: Northerners have got power. Pat's power is the law and the regulations.

Need way to present 1) rules of game, 2) how it operates, 3) how to work between. Develop your power to use whatever is appropriate. Key is right kind of faculty. Suggestion for Southern content: Marian Wright.

Ronnie: Survey can help diagnose where each participant is at: must see how rapidly they can move. Must deal with people in their present condition.

Decision to discuss how educational system works. Techniques and approaches will be worked out at next planning committee meeting.

#2 REPORT: KIND OF PRODUCT (Jeanne Smith and Evie Rich reporters)

Covered areas to be discussed, and materials suggestions.

1. What are the goals of education?

    a) to survive economically
    b) political functioning
    c) in relation to community in which he lives
    d) in relation to himself as an individual

Is there a difference in goals re black students and white students? Identify different approaches.

How to establish framework in which to achieve these goals for black students:

1) Curriculum planning material developed, like Evie's course, and put together for people to criticize, work with, take home.
2) Textbooks which begin to approach the desired. Also should be made available to school board members. Get sample copies donated by publishers.

Key role of personnel. Needs radical change.

Conference suggestion: Ways of helping board member on Personnel Committee to help identify good change-producing people.

Materials on curriculum development. Good discussion starter would be excerpts from Wilcox paper from Black Power Conference. Simms Textbook Study: model for others to follow. New introduction, cover sheet, "This can be done in any community."

Liaison between black school board members and students re opportunities on higher education for black students

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Various upcoming meetings noted where people would use contacts to help spread word about School Board Member Conference, lining up trainees, etc.

#3 REPORT (Howell)

NIGRA

EFFECTIVE BLACK
BOARD MEMBER
CHART

Attitudes

Information

Skills

Resources

Strategies

BLACK

Attitudes and resources:

Chart represents white Nigra moving down to Black effective person.

Reporter: Sam Simmons

Information

Trainees must understand that racism is a system of subordination and exploitation: ways to understand and use...

- -- Board member must be an advocate - in black community, on Board
- -- Skill of negotiations important
- -- Need to develop skill of listening or intelligence-gathering
- -- Analyze intelligence gathered

Emphasis on skilled discussion leaders at Conference: emphasis on attitudes. Groups of 5 or 6 with jobs to do.

Discussion on whether the Conference should be all black:

Whites should be used at the Conference only where they have clearly-defined functions to perform.

Planning committee can serve as discussion leaders. To produce product to be given to total group for some purpose or other.

Next Planning Committee set for Friday night and all day Saturday, September 27-28, in New York City. Dr. Holloway will substitute for Mr. James. Preston Wilcox cannot come.

MINUTES
SECOND PLANNING COMMITTEE MEETING
(National Conference of School Board Members)

September 27-28, 1968 - Holiday Inn, N.Y.C.

Present:

Dr. John Brewer (Pittsburgh)
Dr. William Holloway (Office of Education)
M. Lee Montgomery (Temple University)
T. E. Patterson (Arkansas Teachers Association)
Mrs. Evelyn Rich (N.Y.C. classroom teacher)
Samuel J. Simmons (Commission on Civil Rights
Gregory Simms (N.J. Community Action Training Institute)
Dr. Jeanne Smith (Englewood, N.J. Board Member)

SEDFRE STAFF:
Ronnie M. Moore, Chairman
Susie B. Waldman
Laree Bell

Friday, September 27 - 8:30 P.M.

The chairman suggested that committee members read minutes of first session, suggesting any necessary changes. Some time was spent in reading the minutes and in looking over other materials included in folders for this meeting. Everyone was interested primarily in four suggested agenda items, which had been developed largely out of points made at the first Planning Committee Meeting. It was decided to move directly into discussion of the curriculum in general and these four agenda items in particular.

One curriculum omission was noted: sufficient provision for a session providing information on titles under the Education Act, Civil Rights Act, NDEA, etc.: Federal and state aid. The group agreed that an idea was needed also for an opening session, and that the suggested agenda items had to be set in a useful order in a four-day curriculum.

Throughout the discussions, Committee members emphasized the urgency of introducing new concepts and goals to black school-board members: the thrust of this meeting was to design a plan for implanting attitude changes when trainees would be most receptive and ready to move.

I. Opening Session: Goal Definition

After some discussion of various alternatives (lecture, controversial keynote speech, involvement of people), it was decided to start where people are, with an emphasis on personal interaction among random small groups of participants. Design would be unstructured. Some 20 small groups of perhaps 10 would be asked to discuss problems, before them as school board members, and to come up with three goals. Opportunity for people to state goals of Conference in relation to agenda, and to redirect Conference if necessary.

It was felt important to let people interact at random with others, in comfortable loosening-up session. Then, later, can group them by regions, common problems and interests, etc.

II. Attitude Exploration (Agenda Item B)

This is a key session, and should follow the opener, it was decided. A considerable amount of time was spent in changing and refining the broad training design suggested.

A. Discussion Highlights

Mr. Simms suggested that chart of phrases needs a plus or minus next to each phrase to indicate a spread of values. This raised considerable discussion. Messrs. Brewer, Montgomery and Moore assigned key words to each box to clarify the values represented:

White Folks Are Evil (racism)
Black Is Beautiful (self-identity)
People Are People (humanism)
You Can't Understand a Nigger (coloredness)
God Made All Men Equal (escapism)
Burn, Baby, Burn (desperation)
Negroes (interpretation)
Black Americans (nationalism)
Education Is The Answer (integration-assimilation tools)
Black Power (survival)
Green Power (status)

Committee members reacted differently on what was the intent of the exercise: "a quiz...no matter what they pick, should wind up where we want them to"..."not making a judgment; just finding out where people are." Could pick a category out of curiosity, Mr. Montgomery pointed out. Could pick for many reasons, Mr. Moore agreed.

Mr. Moore then asked: What is the end product of this exercise?
--Mr. Simms: To bring racism on the floor and what it means to us on board.
--Mr. Montgomery: To make people sensitive to all these things, and aware of the various attitudes within the black community. Plus what Greg Simms says.
--Mr. Patterson: To foster communication and unity between "Colored" and "black" -- you up here, me down there. We want inclusion, a foot into the system, etc.; you up North want a little bit of exclusion, power.

B. Decisions

1. Grouping: Use same random small groups as in opening session.

2. Assignment: Give each group this training exercise on a sheet similar to Item B, to serve as a discussion stimulator. Their task will be to act as a planning committee, deciding what it means by assigning pluses and minuses to each phrase.

3. Resource people, or trainers suggested: Planning Committee members. Notes of this session will be made available to them.

4. Materials suggested: Basically the exercise as presented to planning committee (except that people will not have to choose a phrase, but will be in their Opening Session groupings).

III. Basic Information (Agenda Item C)

A. Discussion Highlights

Dr. Brewer read from a speech by an urban school superintendent to give the group some insight into what will be the new thrust of the opposition. (Copy of notes available to committee members on request.)

Preliminary discussion of the basic information session stressed the necessity of dealing with such thinking and strategy. Dr. Brewer favored extracting three or four concepts and letting black board members know in advance what sort of talk they would be subjected to. Mr. Simms suggested an economic strategy: compiling a list of black contractors to distribute to school board participants--to help divide up the pie better. All agreed that forcing local boards to comply on equal employment in contracts could be a fine concrete way of demonstrating black accountability. Mr. Montgomery suggested running a session entitled "Responsibilities and Kickbacks."

Saturday, September 28, 9:00 A.M.

After a brief review of Friday's talk for Sam Simmons, there was a lengthy discussion on the approach of this session: how to deal with basic information on the system. Dr. Brewer's concern with the need to address participants on the subtleties, and to make people angry produced a suggestion from him that the day start with plenum session remarks to shake up interest.

Exercise Suggestion

Mr. Simmons: If you want to deal with racism in any institution, certain basic reforms are needed. Must decide 1) on goals (basic reforms) and 2) who are the major actors. For instance, if policymaking and centralized education are the need, it is the Board members who are enablers. Or, if the need is massive programs to teach people to read and write better, the major actor is Congress.

We want to eliminate racism in education. Major strategies. Who are the key people to get in each of the 8 or however many areas in which we decide to move?

Could be laid out on paper for discussion leader to handle. Question really is the reform of educational establishment. Sacred practices of educational establishment, with same effect as overt racism, should be identified as targets requiring strategies for reform (we could come in with 8 or 10). In each we ask: who are the major actors? Congress, state legislature, board? (i.e., in New York City, Teachers Union not the major actor, but a major influence).

Then ask: What can you do
a) from shortrange point of view?
b) from longrange point of view?

In-depth examination shows that many problems turn out to be long-range, expensive problems.

Even all-black school situation would still require reforms in the educational establishment.

Reform rests at federal and state level, not at local board of education. The big enemy currently is the federal government (example of Guidelines in South being emasculated).

Reactions to Mr. Simmons' presentation 1) re-stressed importance of changing goals of education from white men's goals (this point should be dealt with in Attitude Exploration session); 2) posed the question of the order in which to tackle reform material: get them mad first, or give them basics first.

On importance of black Board Member being informed enough to guard against misuse of federal funds:

Simmons: Don't want us to waste too much time fighting over a dime. (Okay to get money for African studies and push dime from here to there.) Big city school districts must force state legislators to do a real share: black board member has an important role to play here.

Group agreed to start where people are, then move on to other facts (broad Simmons picture), then broaden goals.

Only so much can be accomplished in one-day session. Holloway re-emphasized need for followup in state conference.

Simms: In our assumption on education, Education for Survival? or Education for Victory?

Simmons: Can't answer. Could spend whole Conference trying. Either way, you have to have basic reforms. I wouldn't get hung up on philosophical thing.

Simms: Need alternative to system in order to have a healthy system. At the moment, no alternatives.

Simmons: Shouldn't we explore some of these?

Moore: Where will you get someone to talk about alternatives?

Holloway: Problem lies to a large degree in State Departments of Education. They call superintendents, they tell legisnatures what to do.

Simmons: If trend continues, State Departments of Education will be key actors and here we are still fighting with Boards ...Must tell people to start looking at State Boards of Education.

The group next turned attention to workshop 2, on the educational product. Are we not getting too specific when we get into topics like team teaching machines, etc. Mr. Simmons asked. Dr. Smith: "Theoretically I shouldn't have to know all these education things. The way the system operates, I have to learn about them or too much can be put over on me." Mr. Simmons agreed that the black board member should know about ability grouping, for instance, but could not see the value of his spending time on films, teaching machines. Dr. Smith responded that the black board member must know that the teaching machine is not a teacher, and must be examined for the kind of programming, etc.

Patterson: Putting so much on this poor fellow (black board member participant in Conference) he'll be overwhelmed. Where can we kick off? Need one overall concept he can grasp. Be realistic. Don't get too sophisticated.

Simmons: Would not go into details. Would advise trainee to locate five good black people and say, Tell me what to look for, what needs to be done. Just want him to identify important things and not get into the mire of detail.

Dr. Holloway suggested for follow-up a monthly newsletter explaining educational issues -- 10 or 12 topics could be covered this way.

B. Decisions

1. Two, rather than three, rotating workshops. Group decided to combine two of the three suggested workshops, 1) how the educational system operates and 2) manipulating the system.

   First workshop. Understanding and Manipulating the Educational System, will include the topics defined under 1) and 3), with one addition under the first workshop: "how the system operates," we will include "New Roles for Board Members (contracts and the economic pie)."

   Title of second workshop (The Educational Product) was changed to reflect group's desire not to get too deeply into the minutiae of educational concerns on matters like teaching techniques, etc. All agreed this workshop should be called Educational Policies.

2. One-day exercise on problem identification (product or policies), analysis (how do we get it) and strategy.

3. Grouping: The regional grouping suggested is not necessary. Four groups of 50 would still create too-large workshops. Could be broken down further with topic resource persons moving about from small group to small group rather than bunches of people on the move.

4. Workshop #1 (Understanding and Manipulating the System) will be run by Sam Simmons and John Brewer, with William Holloway. Mr. Simmons will put his ideas for this session down on paper and send them to SEDFRE staff, to adapt as an exercise, or to orient other resource persons.

   A number of names were suggested as resource persons for this session on "the system."

5. Workshop #2 (Educational Policies) will be run by a school board member who has been through the mill and a back-up partner or team of resource persons with expertise in educational matters.

   Various resource persons were suggested.

6. Materials: Will need discussion stimulator and take-home materials.

IV. School Board Committees (Agenda Item A)

A. Overall Training Design and Plenum Introduction to Workshops.

In Committee discussions both Friday night and Saturday, the suggestion of an hour lecture on Board Committee functions was poorly received -- stimulating some good suggestions for alternate openings.

All agreed Saturday that this session on Committee should come along fairly late in the Conference program, and should open with an experience, like a socio-drama.

For 10-minute lecture, suggestion was a team of Barbara Simmons and Julius Hobson. The group would split into four groups of 50 with four socio-dramas going on simultaneously. Trainers must accompany experts.

Materials: Three Manuals, to be developed with expert resource persons.

B. Three Individual Workshops on Key Committees.

1. Personnel Committee

It was decided to use the Trenton case study and a companion case on Washington to be developed with Kenneth Haskins in this workshop on Personnel Committees. Trainers: Lee Montgomery, Sam Simmons. Discussion stressed the need for a central clearing house and new ways to promote good black men within the schools. A variety of names of resource persons were suggested.

2. Finance Committee

The committee added the following to the definition of the Finance Committee session: "Familiarity with legislation Federal and state (National Defense Education Act, Civil Rights Act, Poverty programs, etc.)."

Two names were offered.

3. Curriculum (and Materials) Committee

Discussion centered on what the board member can do. Opportunities do come up, it was agreed: people should be made aware of potentialities.

On textbooks, Boards approve expenditures. In 16 or 17 Southern states, State Departments of Education determine textbooks. Boards can exert some control in making choices -- but must know which books to choose. There is need for people to become knowledgeable about the variety of publishers of improved texts, not just the one or two presented to them.

SUGGESTION: Textbook Reviews, Voluntary Evening Seminar on Teaching Black History

a) Assign people to review textbooks and display best at Conference. Write every publisher for books to be reviewed: there is important new market here and publishers will cooperate. Get good screening panel to compile not just an ordinary black, multicultural list. No real relevance to life style when you simply change color of child in book illustration. Look critically at books, films, etc.

b) Set up good visual materials in room for voluntary evening seminars, with perhaps a panel of three of four teachers illustrating different techniques developed in various places for presenting black history without textbooks: by just laying it out visually and orally. Should be repeated several nights so word can get around and all participants who wish to may see total program on minorities in American Society. (Was done at Education and Race Conference and done well--but only a one-shot which many people missed.)

V. Skill Development (Agenda Item D)

The committee first discussed developing small socio-dramas or laboratory exercises for each of the eight skill workshops outlined.

Mr. Simmons suggested slicing it differently: translating a concern or complaint into an issue, acting on it. How do you sell issue, get support, manipulate it through board, etc.

Mr. Moore suggested using the Trenton and Washington case studies in the Committee session on Personnel, then following with individual skilll-development workshops on the following day.

The following names were suggested for skill development workshops:

For #6 (workshop education techniques) Dr. R. Grann Lloyd.
Ronnie Moore will teach.

For #7 (research) John Brewer and Lee Montgomery will teach. Resource person: Norman Johnson.

For #8 (intergroup relations) Rev. James Jones of Los Angeles and George Hutt of Philadelphia on caucusing within NSBA meeting. Pressures, coalition: key committee appointments came out of this. (Also suggested: Georgiana Hardy, White L.A. Board Member.)

C. MISCELLANEOUS BUSINESS

Follow-Up:

For the kind of follow-up needed on manipulating the system, etc. it was felt that state, rather than regional, conferences would be the most logical and useful.

Participants:

Discussion of lists -- many names from little all-Negro satellite towns around big cities.

Discussion of whether to invite Spanish-speaking board members. Danger of winding up with black caucus, Puerto Rican caucus, brown (Mexican-American) caucus. Tend toward exclusion for practical reasons.

Site:

Easy arrangements: Airlie House. Puerto Rico being checked as alternative.

Date:

Target date January 1969.

Entertainment:

Movies, soul music, band -- general feeling for something that has nothing to do with the problem.

Materials:

Looseleaf format to enable SEDFRE to continue to communicate with trainees. To do this properly need foundation to underwrite.

In-Kind Help at Conference:

Simmons offers secretaries, materials, staff from Civil Service Commission. Office of Education will help too: not sure yet what we'll ask them for.

LIST OF RECOMMENDED RESOURCE PERSONS

Name & Address	Recommended by	Recommended for
Keith Baird Curriculum Coordinator Ocean Hill-Brownsville	Lee Montgomery	Basic information, session 2, on educational policies
Playthell Benjamin 101-D South 63rd St. Philadelphia (215) GR 6-7991	Montgomery	Curriculum Committee workshop (black history)
Marshall Brown	?	Basic info. session on how system operates
Mrs. Frankie Carson Burke Co. Pub. Schools Morganton, N.C. (in charge of revising social studies curriculum, deliberately writing in contributions of minorities. Aim: to influence State Department of Education)	William Holloway	Curriculum Committee, Educational Policies
John Churchville Freedom Library Day School 2064 Ridge Avenue Philadelphia (2 1/2-5 year olds, alternative system to pre-school program)	Montgomery	?
Claude D. Clapp Buffalo Board of Education Associate Supt. for Finance and Research	John Brewer	Finance Committee workshop
Dr. Kenneth Clark	Various committee members	#2 basic info workshop on educational policies
Mrs. Jane Cosby 124 W. Washington Lane Philadelphia eve: (215) GE 8-6093 day: LO 3-7705 (parent, 5 children)	Montgomery	Community resource person

Name & Address	Recommended by	Recommended for
Mrs. Marion Craig 468 South 22nd Street Columbus, Ohio 43205 (614) 253-8169 (mother with 7 children, active on school problems)	Montgomery	Community resource person
John DeSane 360 Liberty Road Englewood, N.J.	Jeanne Smith	Curriculum Committee, materials on black history, teaching with resources other than textbooks
Norman Dixon Southern University Louisiana (just left U. of Indiana, elementary school major, working on blackness in curric.)	Holloway	#2 basic info session on educational policies, Curriculum Committee
Miss Carolyn Fitchett Institute for Services to Education 55 Chapel St. Newton, Mass. (617) 969-4615 eve: 868-3497	Montgomery	Curriculum
Dr. Karl Gregory Wayne State University Detroit	Sam Simmons	Finance Committee; could do manual too
Kenneth W. Haskins Adams-Morgan Community School 1773 California St. NW Washington, D.C. 20009 (202) 462-4349	Montgomery	Source for Washington case study. Personnel Committee. Also Curriculum Committee(Urban League Street Academies)
Julius Hobson Washington, D.C.	Evelyn Rich	For lecture on Committees
Frederick Holiday Old Concord Road Lincoln, Mass. 01773 (617) CI 9-8252 (teacher, principal, administrative assistant to superintendent)	Montgomery	Personnel Committee, Educational Policies

Name & Address	Recommended by	Recommended for
George Hutt College Board Corp. 121 S. Broad St. Philadelphia (215) KI 6-5204	Montgomery	Educational policies
Norman Johnson 6934 Thomas Blvd. Pittsburgh (412) 261-5191 eve: 362-1716	Brewer	Skill workshop on research
Rev. James E. Jones Chairman, Board of Ed. Los Angeles (and Georgiana Hardy (white) of L.A. Board of Ed.)	Brewer	For skill workshop intergroup
Dr. R. Grann Lloyd Tennessee A & I University Chairman, Dept. of Business	Holloway	Skill workshop on workshop-education techniques
Rhody McCoy Ocean Hill-Brownsville Brooklyn	Montgomery	Basic info sessions #2, or #1 and #3 - also Personnel Committee
Jim McDonald Associate Dean Livingston College Rutgers University	?	Basic info session on system
Lawrence Moncrieff Pittsburgh School Board member	Brewer	for basic info session on system
J. Rupert Piccot NEA Washington	Holloway	Curriculum and materials; also, System
Dr. Alvin Poussaint Yale Medical School	Various committee members	for materials on informal structure, etc. (No one knows him as speaker, trainer)
Arthur & Carolyn Reese Ethel 1492 Atkinson Ave. Detroit, Mich. 48206 (AFT)	Simmons Montgomery	for basic info session on system

Name & Address	Recommended by	Recommended for
Dr. C. Waldo Scott Chief Surgeon Whittaker Hospital Newport News, Va.	Holloway	Basic info session on system
Barbara (Mrs.Sam) Simmons	Evelyn Rich	for basic info session on system; also, for lecture on Board Committees
Dr. Joshua Smith (Newton school district near Boston)	?	for Personnel Committee workshop
Cyril Tyson	Smith	Basic info session on educational practices
Bernard Watson Associate Superintendent Philadelphia Public Schools (215) 448-3000	Montgomery	Basic info, educational policies
Kenny Whitlock	Brewer	Educational policies
Preston Wilcox	Ronnie Moore and various committee members	For Curriculum committee workshop. Also for materials on informal structure, etc.
Dr. Wade Wilson, Pres. Cheney State College Cheney, Pa.	Montgomery	Personnel Committee workshop
Marian Wright Mississippi	various committee members	Basic info.session on the system(southern version)
Dr. Eugene Youngue Pittsburgh Board Member	Brewer	Basic info session on system

Scholarship, Education & Defense Fund For Racial Equality
164 Madison Avenue
New York, N.Y. 10016

APPENDIX B

QUESTIONNAIRE/INTERVIEW GUIDE

National Conference of School Board Members (1968-69)

Information For Participants and "Resource Persons"

This four-day Conference, to be scheduled for a Thursday-Sunday period during the 1968-69 school year, will bring together some 150-200 black school-board members and candidates from both Southern rural school districts and large-city ghetto neighborhoods. In addition, there will be a number of "resource persons" who are not members of school boards, but who are very much involved in public-school problems from different sides of the fence. Some will be active leaders of parent associations or other community organizations interested in education. Others will be Negro teachers, school principals or administrators. Each participant will be someone who is interested in good public-school policy. The faculty will include government education experts, lawyers, members of school boards, community activists, and professional trainers.

Conference workshops will be designed to accomplish three main purposes: (1) to develop the skills of school board members to deal more effectively with their school-board duties; (2) to discuss and better understand the major issues and problems plaguing public educators today; and (3) to identify and promote school programs and teaching techniques with a high degree of relevance for the Negro pupil.

To be effective, this Conference must deal with the real problems each participant faces in his or her own school district. The following questions are designed to give SEDFRE's training staff some idea of: (1) who you are; (2) what information and skills you would like to learn in order to perform your job more effectively; and (3) which discussion issues interest you most and relate most directly to the problems you face in your school and community.

I. PERSONAL INFORMATION QUESTIONS
(Answer all questions)

Name:______________________________ Telephone Number________________

Address:____________________________City______________State______

How long have you lived in this school district?____________________

If you are a "newcomer" to the area (five years or less), in what state did you live most of your life?____________________

Occupation:____________________Years of schooling:________________

☐ Single ☐ Married Occupation of wife or husband:__________

Number of children:______Their age range______ How many in public school____

Other relevant personal information ______________________________

____

II. EXPERIENCE IN RELATION TO SCHOOL-BOARD INTERESTS
(Answer either A or B)

A. Question for participants who ARE School Board Members or candidates

1. How did you win your school-board office?

☐ I was elected.

☐ I was appointed.

☐ I was recently a candidate, or plan to run for the school board in the future.

2. How long is your term of office?

My term runs from ____________________(month), ___________(year),

until ____________________(month), ______________(year).

3. How many years have you served on school boards altogether? __________

4. What Board Committees do you serve on? (Indicate whether you are a Committee Chairman or member) ______________________________

5. How do you relate to other members of your school board? __________

____

____

____

B. Question for "resource persons" -- participants who are NOT School Board Members.

Describe briefly the kind of dealings you have had, or are likely to have with school board members. ______________________

____

____

____

III. OTHER EXPERIENCE IN PUBLIC EDUCATION AND COMMUNITY SERVICE
(Answer all questions)

A. Have you ever been employed by the public schools? ☐ Yes ☐ No

If you answered yes, in what capacity? ______________________________

____

____

B. Have you been active in voluntary parent-teacher organizations like the PTA, Congress of Parents, etc.? ☐ Yes ☐ No

If yes, what group? ____________________

For how long? ____________________

On what particular programs or goals were you working? ____________________

____

C. Are you an active member of any professional education association?

☐ Yes ☐ No If yes, what group? ____________________

Length of membership ____________ Special programs of interest

____

D. Have you been active in community-organization or civil-rights action groups? ☐ Yes ☐ No

If yes, name the groups with which you have worked: ____________________

____

Name any offices you have held ____________________

Describe the particular community programs on which you worked most actively: ____________________

____

____

IV. QUESTIONS TO HELP US PLAN A CONFERENCE AROUND YOUR SPECIAL NEEDS AND PROBLEMS

A. Many of the "teachers" at this Conference will be successful members of school boards who have learned by doing. You can profit from their experience. They got their expertise the hard way: by making mistakes, trying again, finding the techniques and skills that work best. You can learn much of what they learned at a Conference workshop.

To help us plan workshops that meet your situation, let us know now what your biggest problems are in public-school matters. We can then invite just the right people to help you and other participants deal more effectively with your specific problems.

Describe briefly the most important problem area in which you could use some help and add to the discussion yourself:____________________

____

____

____

B. What kind of discussion session do you feel would be most useful? (Read through the following list of suggested discussion issues and problems. We need to know what you think are the key issues in education today. Pick the three subjects which seem most vital to you. Check three, and number them 1, 2, and 3 in order of the importance you assign them).

- ☐ School desegregation and racial isolation.
- ☐ Getting the resources needed to create quality education in under-privileged schools.
- ☐ Decentralization and community involvement in local schools (new teaching techniques, hiring of non-white teachers, principals, revised curricula, and new textbooks, for example, to include black history, and related matters).
- ☐ Minority-group participation in school planning and administration.
- ☐ Use of paid teachers' aides in schools in underprivileged areas.
- ☐ Relationships between parent or community-groups and school-board members.
- ☐ Relationships between teacher, board-member and central administration.
- ☐ Implications of the Report of the National Advisory Commission On Civil Disorders (Kerner) and other new studies of racial unrest.
- ☐ Others (write in any other issue or pinpoint more clearly the key issue in public education today as you see it).________________

____

____

____

C. What kind of information sessions would you find most useful? (CHECK whichever of the following suggestions interest you particularly. DOUBLECHECK those which seem to match your special needs).

- ☐ ☐ The special responsibilities of black school-board officials today.

☐ ☐ How to get schools in on Federal programs of assistance to local school districts (like remedial education for adults, job training and opportunities, special programs for underprivileged children).

☐ ☐ History of school boards in the United States

☐ ☐ Program planning and budgeting systems for school districts.

☐ ☐ Financing the schools: taxes, bonds, borrowing, contracts, and suits.

☐ ☐ Collective bargaining in public education.

☐ ☐ Selection of sites, facilities and teaching equipment.

☐ ☐ Separate workshops for regional problems

☐ ☐ New curriculum and textbook resources

☐ ☐ Others (write in any other suggestions for information sessions) ______________________________

____

____

D. What kind of skills are you most eager to learn?
(Check any of the following skills which you want to develop and use effectively in your work for the community.

☐ Collaboration: cooperation with all community groups.

☐ Community organization within the minority-group community.

☐ Parliamentary procedures, leadership of meetings, participation in meetings.

☐ Negotiations tactics and strategy.

☐ Public speaking

☐ Fund raising

☐ Publicity and handling the press

☐ Research

☐ Bookkeeping and fiscal management

☐ Workshop-education techniques and practice in group training.

☐ Campaign skills and political strategy.

FACT SHEET ON PARTICIPANTS

FOR 1968 SCHOOL BOARD CONFERENCE

Field Staff Comments

____
(name)

1. Does this person strike you as a good trainee? A good resource person? Explain. ______________________________

____

____

____

____

2. Give your general impression of the person.

____

____

____

____

3. Rate his interest: Very good ______ Fair ______ None ______

____
Signature of Field Representative

DO NOT WRITE BELOW THIS LINE

- -

Letter of invitation sent ______________________, 1968

Letter of acceptance received ______________________, 1968

Transportation via ______________________________

Arrival ______________________ Pick up ______________________

Departure ______________________ Take back ______________________

____
Signature of Leadership Development Director
8/1/68

ANALYSIS OF FIRST TWELVE REPLIES

(9 South Carolina, 3 Louisiana school board
members or candidates)

IV. A. Special individual need or problem written in:

- --School accreditation
- --Voter registration, getting community to attend precinct meetings
- --Getting out the runoff vote (how to get people to polls a second time)
- --Implementation of 1964 CRA Act - quality education
- --Equal allocations between Negro and white schools
- --How does a black candidate get elected by a 93% white and racist constituency?
- --How to get other Board members to deal with rather than evade problems

B. Issues and problems designated most vital for DISCUSSION SESSIONS:

--School desegregation and racial isolation	7
--Getting the resources needed to create quality education in underprivileged schools	11
--Decentralization and community involvement in local schools	7
--Minority-group participation in school planning and administration	3
--Use of paid teachers' aides in underprivileged areas	3
--Relationships between parent or community groups and school board members	3
--Relationships between teacher, board member and central administration	5
--Implications of the Kerner report and other new studies of racial unrest	2

C. What kind of INFORMATION SESSIONS would you find most useful?

--Special responsibilities of black schoolboard officials today	10
--How to get schools in on Federal programs of assistance to local school districts	10
--Program planning and budgeting systems	7
--Financing the schools	7
--Collective bargaining in public education	5
--Selection of sites, facilities and teaching equipment	8

--Separate workshops for regional problems	7

D. What kinds of skills are you most eager to learn?

--Intergroup relations: cooperation with all community groups	6
--Community organization within the minority group	4
--Parliamentary procedures, leadership of meetings, etc.	3
--Negotiations tactics and strategy	6
--Public speaking	2
--Fund raising	0
--Publicity and handling the press	3
--Research	4
--Bookkeeping and fiscal management	1
--Workshop-education techniques and practice in group training	5
--Campaign skills and political strategy	10

CHANGE COMES TO TRENTON SCHOOLS IN 1968

A Study in Factfinding, Procedure and Strategy

A Guide for Leaders

Purposes

To promote a broad understanding of the multiple problems confronting schools today, and to develop a better recognition of the importance of strategic planning in community action. The goal of the study is to encourage minority-group school-board officials and community activists to collaborate, despite ideological differences, to achieve one specific objective on which all agree. Thus, the aim of this learning assignment is to help grass-roots citizen-leaders concerned with education act in concert to accomplish the change of one thing in an educational system.

Design of Training Exercise

The following is a training design divided into five consecutive stages. Each stage opens with a total-group session, conducted by a Trainer and a Reader, and followed immediately by buzz sessions or small-group workshops, conducted in separate locations by an appointed discussion leader. Each buzz group should first select its discussion leader and reporter, to serve those functions throughout the case-study exercise. The trainer should be available to consult with buzz groups.

All professional Trainers involved in this case-study exercise should have on hand, and be well acquainted with, the following: Trenton Human Relations Council special High School Study report; sheet displaying records of qualifications of two final candidates of superintendent's post; Kerner Commission Report summary; letter to Trenton newspaper from two black School Board members; Black Teachers Organization petition for open hearing on finalists; reprint of procedures used by blue-panel committee seeking superintendency applicants; and pertinent editorials reprinted from Trenton press.

The Reader's script is set up like a story with a surprise ending, and is told in the following five chronological stages:

I. Fall 1967: Trenton Central High School

II. Pre-Christmas Trouble and a New Year

III. More Serious Disorders

IV. Spotlight on Key School Post: The Superintendency

V. Hard-Core Resistance to the Logical Winner

At each stage, the narrative is interrupted for a buzz session or brief small-group workshop. Suggestions are included for discussion questions and a problem on which each group must come to a decision. This exercise should terminate with an evaluation session rating the groups on their performances as strategists or tacticians.

INTRODUCTION

TRAINER:

The city of Trenton, while not a big city, has a full share of the many problems plaguing urban public-school systems. The year of 1968 saw a great deal happen in Trenton schools, and may prove a turning-point for public education there.

Our Reader, Mr. ______ ______, is going to tell you bit by bit what happened last year in this one city. The idea will be to pick out the parts of the story which can teach us how to look over and analyze events as they unfold...to map out a course of action which promises good results for minority-group youngsters from inner-city slum homes.

I'll stop the Reader at various stages of his story and give everyone a chance to talk over the situation up to that point. Small groups will be assigned to different spots. Each group will be asked to discuss certain questions, and to tackle a specific problem, deciding on a course of action. When we all get back together here, we'll hear reports from each group and discuss them. Then Mr. _______ _______ will go on with his story of the facts as they actually did develop in Trenton.

Stage I FALL 1967: TRENTON CENTRAL HIGH SCHOOL

READER:

Like many other schools, Trenton Central High was heading for trouble -- though nobody but the students seemed aware of it.

This is a school with about 3,000 students, 45 percent white, 55 percent non-white. Many of the white students come from working-class families whose outlook is hardly cosmopolitan; they live, for the most part, in tight-knit ethnic groups, comfortable living in their own neighborhoods, with friends and relatives who share the same old-country ties. A goodly number of black and white youngsters come from homes which view integration with suspicion and fear; these youngsters tend, like their parents, to socialize in packs of Italians, Irish, Polish, Jews, Negroes and so forth, mixing as equals with others only when it comes about in the natural order of things or when they must. And they don't have to, in school, very often.

The track system of teaching tends to separate students into homogeneous classes of college-bound, or average, or troublesome. Many formal classes wind up virtually segregated. Little effort has been made to bring in the higher percentage of Negro teachers and administrative personnel that there could and should be. The middle-class teaching staff's main concern is obviously over the bright, out-of-the-ordinary achiever, not the far more typical youngster who is obviously bored and turned off by teachers, curriculum and school activities. The dropout rate runs between 18 and 20 percent. About 35 percent go on to college. The majority of graduates leave school ill prepared for higher education or for jobs that require a good high-school foundation.

There were many things to be resentful about. The 1967 crop of students settled on two in particular: 1) no student government through which the boys and girls could express themselves legitimately and run their own activities; and 2) smoldering dissatisfaction over the confusing and seemingly unfair way in which discipline was administered.

Shortly after school opened in the fall of 1967, trouble began brewing over several issues. The Negro senior class president was replaced by a white student -- and no reason given for the switch. A social event at the school was called off. Kids began charging there was a double standard in discipline - one brand for Negroes, one for whites. And worst of all, complaints were mounting over the new, higher cost of lunch. The school cafeteria was so crowded that lunch ran in three shifts. The new class president felt the lunchroom situation was critical and took a petition to the administration, warning of serious trouble ahead. When she got no response from high school officials, she presented both petition and warning to the superintendent of schools, retiring Dr. Richard Beck.

No one was listening. Central High teachers were involved in their own immediate interests: which of two rival teacher organizations could best win them better salaries, working conditions, benefits. The Board of Education, warned the previous spring that improvements were needed in the discipline department, had requested a full report. At its fall meeting, on the basis of the report submitted, the Board concluded the present set-up was sufficient and declared confidently that there was "no real problem" at Central High. The main topic of Board attention was a division of opinion over the way repeated suspensions were being used so they were, in effect, expulsions, keeping troublesome students out of the way of teachers and well-behaved students who function well in the traditional classroom atmosphere. The Board was also conducting a leisurely search for a successor to retiring Superintendent Beck, due to leave office August 1. The parents, black and white, were no more or less concerned than usual with school matters. The community was uninvolved. In short, everyone but the students was content to let things continue as they were going.

STAGE I QUESTIONS AND PROBLEMS FOR SMALL-GROUP DECISION

Small-Group Discussion Leader (Detailed facts available to resource person in reprint of Human Relations Council study, Trenton High School Report.)

Suggested Questions for Discussion

-- Is this picture familiar? Why? Relate conditions at Trenton High School to the school system with which you are most directly connected.

-- Do these conditions call for action? If so, what kind? Instituted by whom and how?

Problem for Group Decision

Where would you start? Pick ONE possible course of action from among the following choices:

1. More Negro teachers and policy-making administrators
2. Attitude training for high-school teachers and personnel
3. New curriculum with emphasis on Negro history
4. Revamping of discipline office
5. Beefing up of the guidance department and supplementary services (psychologists, social workers)
6. Creation of an effective student government
7. Fuller after-hours use of school for social functions
8. A direct approach to the lunch problem, involving students, high-school administrators and faculty, and superintendent's staff
9. An objective study, assigned to expert and neutral outsiders, of the mass of interlocking social and educational problems interfering with good education at Central High
10. Intensified Board attention to the search for a new superintendent of schools

Stage II PRE-CHRISTMAS TROUBLE AND A NEW YEAR

TRAINER:

What did each group decide? (Record of decisions entered on sheet of newsprint, posted)

What did the people of Trenton actually do at this stage of the game? NOTHING. So now let us hear how events took over, from December 12 through Easter vacation 1968.

READER:

It started December 12. A fight between two boys broke out in the high school cafeteria. Supervision of the three-shift lunch period was originally a faculty responsibility. But teachers now enjoyed their own separate lunch room, turning over the job of cafeteria supervision to an integrated student patrol. Patrol boys were untrained. They were chosen less for maturity of judgment than for a reputation as a good athlete or "strong" type. The argument broke out between a Negro boy trying to leave without the required pass and a white patrol boy stationed at the door. The fight was broken up quickly, the two initial combatants taken to the discipline office. Rumors flew about the outcome of the fight and the settlement. The incident was small, but it could have served as a warning of more serious trouble ahead.

There wasn't long to wait. The next morning a group of white students fought with a black student in the smokeyard. Simultaneous interracial student fights erupted in the cafeteria, throughout the school. By afternoon, a group of black students got together and began walking toward the center of town. Several people in no way connected with the school were hurt. The students eventually arrived downtown, milled about awhile, inflicting a minimum of damage. Several arrests were made, and the group was dispersed. Now people began to get worried.

The next day, December 14, the Mayor visited Central High, spending almost the whole day talking to students, opening lines of communication. He gathered a list of 31 grievances showing clearly that the area of discontent of students, black and white, was far broader than that indicated by the incident of the previous day. The Mayor managed to cool things considerably on this Friday. At the same time, a special panel was set up under the Human Relations Council Serving the Greater Trenton Area to inquire into the disturbances and make recommendations. The panel began holding the first of some 75 meetings and interview sessions. The months-long study was launched with the agreement of the Mayor, the City Council and the Board of Education.

When school opened on Monday, December 18, a group of parents and black community-organization representatives visited the school, requesting and getting a meeting with the principal and a small group of students. On Tuesday, a similar delegation appeared for a follow-up meeting, demanding the presence of the discipline and attendance staff and attracting a crowd of students. Worried about disorder, the principal called for the disciplinary staff. With their arrival, the meeting became tumultuous and when it ended, all hell broke out throughout the school -- students running through halls, throwing food and dishes about in the cafeteria, ringing fire alarms, emptying buildings. No attempts to do violence to people were evident: the chaos was described as "carnival-like."

The next morning, some 300 students began a boycott. Again the atmosphere became chaotic and like a circus. All semblance of order disappeared from the high school. Confusion ran so high that no one subsequently could pinpoint who gave the order to shut school down from that day, two days before the Christmas holiday, until January 2, 1968. Rumors about damage to property and persons flew, but subsequent factfinding established that in all these disorders, less than $25 worth of property damage was done at the high school, and at no time was there any danger of physical injury to any member of the faculty.

After Christmas, there was a period of relative calm for almost two months. Why? School authorities had taken a number of steps to mend fences during the Christmas vacation weeks. Here's what they did:

1. They refurbished the school plant. Especially noteworthy, they improved the cafeteria and installed a public-address system. (Before this, there had been no way to get word directly and immediately to students and teachers throughout Central High.)

2. Personnel in the discipline and attendance office were reassigned. New officers took up the most controversial discipline and attendance staff positions.

3. Some preliminary steps were taken to form an effective student government. There were efforts also to step up some of the more popular student activities.

4. The services of a staff member of the New Jersey Department of Community Affairs were utilized.

5. A faculty council was set up.

6. Some departments of the high school, on their own, undertook reviews of the track system and homogeneous classes.

7. New textbooks and courses on Negro history were contemplated. The only curriculum innovation actually undertaken was the institution of one informal Saturday course on Negro history.

This is what was done. What was NOT done? No formal or precise mechanism for change was set up and defined. Personnel shifts were made but not explained, even to those staff members being shifted. Confusion was widespread throughout the faculty. Teachers had no way of knowing what changes had taken place, what changes might come next -- or why.

Stage II QUESTIONS AND PROBLEMS FOR SMALL GROUP DECISION

(More detailed facts available in THS Report reprint)

Small Group Discussion Leader:

Suggested Questions for Discussion

-- What finally aroused the Mayor, the parents, the school administration and the community-at-large to act?

-- What are the implications of such a turn of events as you see it? Would you welcome events taking over like this if they helped you solve some of the stubborn old problems your schools confront? Would your own school situation most likely be helped or confused by a similar emotional outbreak among students?

-- Where do you draw the line between healthy disruption producing needed changes and violence which is purely destructive in its intent and results?

-- Were some of the steps taken in Trenton after the disturbances on the right track? Which and why?

-- Who was in charge of setting the new directions -- one person? many? no one?

-- Which of the following things do you suppose actually happened next at Trenton Central High School?

a) a shake-up of the system
b) intense community involvement and pressure for change
c) nothing until the Human Relations Council panel presented its completed High School Study and recommended action
d) more disorders

-- Whose turn is it to act at this point? How?

Problem for Group Decision

Decide whether to approach the Central High School crisis at this point as a) a community-wide Trenton problem, or b) a black problem. Talk it over, vote, come to a choice of either a) or b).

Suggestions to small group discussion leader:

You may find it helpful to define the two positions in the following fashion. Those who choose a) would be in favor of courses of integrated community action, promoting cooperative efforts among blacks and whites with similar views on the need for educational reform. A vote for b) would favor a focus on the question of discrimination against black school children, and would imply the necessity for mounting pressure to win changes in old goals and procedures which simply do not work for black pupils in city public schools.

This choice -- posed both here and again at the end of Stage III -- can be used to lead into a frank discussion of what participants feel blackness is. A skillful small-group discussion leader can encourage people to feel free to discuss their innermost feelings on this topic without fear of disapproval. It is important to listen to and explore everyone's point of view. The leader can point out elements of "blackness" which are coming to be recognized as good, showing how "black" no longer is simply a skin color. Blackness today is as much a state of mind as it is a condition of birth, representing a developing ideology and embodying a rich cultural heritage and way of thinking.

STAGE III MORE SERIOUS DISORDERS

TRAINER: General discussion of group decisions.
(Trainer should end by picking up answers to "what do you think happened next?" and resume story)

READER:

From January 2 until February 28, the atmosphere at Trenton Central High was overtly quiet. Very early on the morning of February 28, a group of white students made an unprovoked attack on a Negro high school student. A similar series of assaults on black students broke out throughout the school, with the blacks maintaining, at least for a while, their persistent refusal to be provoked into retaliation. This day was the straw that broke the camel's back: the black students began to fight back in kind. All hell broke loose: the police moved in and made arrests. There were 38 suspensions, and 13 students were proposed for legal expulsion. School was dismissed and closed until March 4. After this tumultuous outbreak, a shaken Central High went back to normal school life for another month, but in an atmosphere of tension.

The month of calm ended April 5 -- the school day following the assassination of Dr. Martin Luther King. No preparations had been made to hold appropriate services and classroom discussions of the life and philosophy of Dr. King.

Disorders erupted and again school was closed -- this time for two days of scheduled school preceding spring vacation. The decision to close school April 8 and 9, however, was not announced until Saturday, April 6. On April 9, Trenton was racked by its only riot to date. Virtually all the participants were young people.

STAGE III QUESTIONS AND PROBLEM FOR SMALL GROUP DISCUSSION
(More detailed facts in Panel High School Report)

Discussion Leader:

Suggested Questions for Discussion:

-- Why did Trenton have its first riot in the aftermath of the Martin Luther King assassination? Could you explain why so many other cities blew off steam in similar fashion? Would you have to know as much about each of these cities as you know about Trenton's school problems to answer this question fully? Are any broad general statements possible? Useful?

-- Whom would you consult if trouble seemed to be brewing in your school and you wanted a real pipeline to the students?

-- What happened in the schools in your system on the day following the King assassination? Describe any programs planned, how they were received, who got the ideas and put them into effect. Describe any disorders and how they were handled.

Problem for Group Decision

Discussion Leader: Let me give you the same problem again and see whether the scores remain the same or change:

Problem: Decide whether to approach the Central High School crisis at this point as a) a community-wide Trenton problem, or b) a black problem.

STAGE IV SPOTLIGHT ON A KEY SCHOOL POST: THE SUPERINTENDENCY

TRAINER: (Individual groups report their discussions. Time allotted for floor discussion of the problem of choice between acting as black community or as integrated community. Scores of two stages compared, inferences drawn. To get back to the case study, leader can conclude: "Let's see how the people in Trenton made this choice, and try to figure out why...")

READER:

The people of Trenton were giving some hard thought to their school problems, prodded as they were by investigators of the expert School

Study panel and aroused members of the black community. The outbreaks at the high school had highlighted inescapably the broader educational and social ills the city had so long kicked under the carpet.

On May 16, after a leisurely nine-month effort to choose a new superintendent of schools to replace Dr. Beck, the Board finally stepped up its efforts to fill this key post. The Board commissioned a blue-ribbon panel to comb the nation for outstanding candidates for the post from outside Trenton, while interviewing local candidates on its own. A special brochure was prepared for circulation to 17 universities and other centers of employment for high-level educators. The August deadline was no longer distant, and the high school disturbances had underlined the necessity for a wise and broadly acceptable choice.

On May 21, a new group called the Black Teachers Organization was formed. BTO set the following objectives: 1) to survey Trenton Negroes and find those qualified to fill four important school vacancies (school superintendent, an assistant superintendent, high-school principal, junior-high principal and junior high administration assistant); 2) to discover what guidelines the Board uses to determine its hiring practices; 3) to pinpoint specifics involved in qualifying as Title I personnel; and 4) to examine the possibilities of shifting principals not performing well in their present positions. Two nights later, on the basis of interviews with local applicants for school vacancies, the organization voted not to push any single applicant, but rather to call for qualified black personnel in available policy-making school positions.

The School Board announced on May 28 it had selected four local (Trenton) candidates for the superintendent of schools post. One of the four was a Negro. Another, apparently the favorite, was Vincent Halbert, an assistant superintendent who formerly had been principal at Central High. The day after the announcement, the Black Teachers Organization sent wires to the Mayor and president of the School Board, calling for appointment of a black superintendent of schools. The next week, representatives from the teachers organization met with Superintendent Beck, restating their view on Trenton's need for black educators in policy-making positions. The Black Teachers Organization position was outlined to the Board of Education also, at an open meeting, eliciting no questions or comments from Board members.

The situation came to a head with the report of the Board's own blue-ribbon committee on outside candidates. Of 35 applicants from 14 states, five front-runners were selected, two of them Negro. The real possibility of a highly qualified Negro superintendent was under serious consideration by the Trenton Board of Education -- or so it seemed.

Stage IV QUESTIONS AND PROBLEMS FOR GROUP DECISION

(See selected press clippings, Black Teachers Organization chronology and excerpt from report of Board's blue-ribbon committee on candidate selection for further detail.)

Small Group Discussion Leader:

Questions

-- What factor, more than any other triggered the School Board into serious consideration of a Negro superintendent of schools: a) its own blue-ribbon committee report? b) pressure from the black community? c) a series of coincidences?

-- How do you explain the fact that Negroes quite often win appointment or election to school board membership, but rarely are hired in key professional posts in the school system?

-- How does your own school system rate on black educators in policy-making positions? Would you think it wise to organize the black community to call for more appointments of black administrators in your schools? Why do you think this would be a good course? Why do you think this might be a bad course? What strategy would make most sense in your town?

-- What makes the superintendency such an important position? Describe the powers of the superintendent of schools as they affect the various elements in the established educational power structure.

Problems for Group Decision

1. Decide between two alternative courses. Should the Black Teachers Organization a) keep up its original demand for black appointments in the four positions vacant in Trenton schools, or b) concentrate on the battle over the superintendency? (Decide on a "yes" or "no" answer.)

2. Do matters seem well in hand at this point in the Trenton Story? What further action should the black community take? (List 3 recommendations.)

Stage V HARD-CORE RESISTANCE TO THE LOGICAL WINNER

TRAINER: (Group reports, time for discussion and analysis. Transition to final installment of this "success story.")

READER:

July Fourth was the occasion for an important announcement by the Board of Education: the names of two finalists for selection as superintendent of schools. One was Vincent Halbert, the local white aspirant -- with obviously mediocre qualifications. The other was Dr. Ersell Watson, a Negro and the top candidate of extraordinary qualifications for the job, who had emerged from the Board's blue-ribbon committee sweep of the country. Dr. Watson, a superintendent of schools in West Chester, Pa., carried with him a reputation of being well liked and highly recommended. A copy of the backgrounds of these two contenders is posted in front of the room so you can see how little comparison there was between the two.

The day after the announcement, all sorts of rumors began flying. The most persistent one was that Halbert was the "predetermined choice" of the School Board. People were even saying that the two Negro members of the School Board had voted for Mr. Halbert. The two black Board members thereupon took an unprecedented step: they described what had actually taken place at the crucial Board meetings, in a public letter printed in the Trenton paper. Explaining that they were breaking the secrecy of Board business to correct erroneous reports of the Board selection process, they concluded: "Would that we employ both the objectivity and the courage to finally select the best man for the job." As an editorial in the Trenton newspaper summed up, the two Negro Board members charged that the Board majority had already picked Halbert, that the elaborate election procedure was a farce and an elaborate cover-up.

At this point, the diverse elements of Trenton's black community mobilized and stood firmly behind the push for a black superintendent. Businessmen, educators, politicians, representatives of community organizations as disparate as "We the People" and the NAACP, came together to confront one single issue of overriding importance.

The Black Teachers Organization prepared and circulated a petition calling for a public hearing before the final choice was made:

> The Black Teachers Organization of the Trenton Public Schools is demanding a public hearing on the qualifications of the two finalists for the position of Superintendent of Schools. We are aware there is a move to select the less qualified person for the position only because he is white and the favorite son of vested interest. We cannot, and shall not, have a democratic society as long as qualified black people are excluded from high positions. Such actions only continue the pattern responsible for civil disorders, resentment and hostility between the races. Most of all, it continues a pattern of inferior education for all children.
>
> If you agree to the above statement that we need the best

> qualified person for Superintendent of Schools and should have a public hearing before a decision is made, please sign below.

There was no public hearing, but more changes were yet to come to tip the scales even more in Dr. Watson's favor. The Board conducted its final candidate screenings. At this point, when a decision should have been forthcoming, the long-awaited High School Study, prepared by the Human Relations Council special panel, was released prior to official publication. On July 11, its 102-page text was printed in full in the Trenton Evening Times. It was a remarkably neutral and constructive analysis of Trenton High School's complex problems, with a host of excellent recommendations to offer. But only a tiny excerpt was top news. This one portion of text reviewed the years when Vincent Halbert had been principal of the high school and offered severe criticism of his administration of that office. On July 16, Mr. Halbert resigned! The man simply bowed out of this race of unequals!

Was the story over? Not by a long shot. Dr. Watson didn't just win by default: the Board still hesitated to make him the formal offer. The Trenton Times made the following comments on July 18:

> If (the Board) does pick Dr. Watson, of course, there will be some who accuse its members of giving in to pressure from the black community. But actually the pressure on the Board is to obey the logic of a selection procedure which it created itself and which, up to now, it has shown no inclination to change....
>
> There was a time until quite recently when the Board could have changed its selection rules, backed up and reconsidered candidates whom it had previously eliminated or even started from scratch. This newspaper suggested such a course might be a good way to reassure the public -- particularly, the Negro community -- that the Board's selection process was not stacked against a Negro candidate, as two members of the Board itself had charged.
>
> But the circumstances have drastically changed with Mr. Halbert's withdrawal. It is too late to change the rules now without forfeiting even more public confidence. If the Board does bypass Dr. Watson, its action will have to be taken on the basis of truly compelling reasons -- such as showing that Dr. Watson clearly does not meet the specifications for a superintendent as laid down by the School Panel in its recent report. No such reasons...have been advanced.

That's what the Trenton paper said. What, you may ask, had been holding matters up? Some story about a letter from Dr. Watson also withdrawing from the race -- a letter the Negro Board members had not seen and which the Board President never did produce.

On July 18, Dr. Watson said he was still in the contest. On July 22, the Trenton Board of Education offered the post of Superintendent of Schools to Dr. Ersell Watson. Trenton had appointed its first Negro superintendent of schools, and a monumental victory had been achieved.

Stage V QUESTIONS AND PROBLEM FOR DISCUSSION
(For further detail, see packet of press clippings, including chronology, editorials, also petition and Kerner Commission Report Summary.)

Small-Group Discussion Leader:

Suggested Questions

-- The appointment of Trenton's first Negro superintendent clearly was a victory. For whom?

(Each group is given a copy of the petition circulated by the Black Teachers Organization, with one passage underlined in red: "...there is a move to select the less qualified person for the position only because he is white and the favorite son of vested interest.")

-- Do you agree with this statement explaining why established white forces go to lengths to exclude even qualified black people from high office?

If you agree, explain how similar patterns operate in your school district, and what useful techniques and approaches were suggested to you by the Trenton case study.

If you disagree, explain why, and describe your own explanation of the Trenton Board's slowness to appoint Dr. Watson. What did the Trenton case study teach you which may be of help back home in working for school reforms?

(Each participant is given a copy of the Summary of the Report of the National Advisory Commission on Civil Disorders. Turn to page 1, and look closely at the following passage: "Our nation is moving toward two societies, one black, one white -- separate and unequal...This deepening racial division is not inevitable. The movement apart can be quickly reversed. Choice is still possible.")

-- Do you agree with this analysis of American society?

Which direction do you want America to move in -- toward two societies, or toward one?

Does organized black community action, like we saw in Trenton, tend to ...

a) deepen racial divisions?
b) simply highlight rifts that already existed?
c) do good?
d) do irreparable damage?

-- How were the following strategies and techniques used in Trenton?

a) flexibility of goals
b) identification of a single objective around which black people of sharply differing opinions can rally
c) selection of one change to be accomplished in a school system where a great many things need improvement
d) skillful functioning of the black community as a pressure group

Problem for Group Decision

Draw up a short list of general principles learned from the Trenton case history -- a few points you think may help other school-board members and community activists to improve education for black boys and girls.

WIND-UP EVALUATION SESSION (a day later?)

Presentation by each small-group discussion leader of case study discussion reports and the performance of the various groups on the problems they were given to decide. Then a summary by the trainer on process and content analysis.

Opportunity to draw the training exercise into focus for participants, and for trainer to select the proper emphasis.

APPENDIX C

PROSPECTUS

National Conference of Black School Board Members (1969)

This four-day Conference, to be scheduled for a Thursday-Sunday period early in 1969, will bring together some 150-200 black school board members and candidates from small rural districts, suburbs and large-city ghetto neighborhoods, both North and South. A selected number of non-school board members will be invited as resource people: persons very much involved in public school affairs. This group will include parent-association and other community group leaders, Negro students, teachers, school principals, administrators. Their participation will bring the school board official a more sensitive awareness of how his decisions impinge on others similarly concerned with the Negro schoolchild. Faculty will include government officials, education experts, lawyers, economists, experienced members of school boards, community activists, professional trainers.

The Conference will focus upon increasing the competence of the school board member and heightening his sense of accountability to the black community. This is to be a training conference, not policy-setting. Workshop sessions are being designed to accomplish three main purposes: 1) to develop the skills of school board members to deal more effectively with their official duties; 2) to discuss and better understand the major issues and problems plaguing public educators today; and 3) to identify and promote school programs and teaching techniques with a high degree of relevance for the Negro pupil. Emphasis will be on giving trainees a body of useful new information, skill-training and insights into attitudes.

The Conference is to be sponsored by the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE), an interracial national organization set up in 1962 to provide a number of basic services to the movement against discrimination and poverty. Chief among these services is Leadership Training -- an educational program of workshops, institutes and conferences each tailor-made to the special problems of participants committed to effecting change in their communities. SEDFRE's Seminar for Newly Elected Southern School Board Officials, held in August 1967, proved so promising an approach that plans were made to follow it with a nationwide conference. Advance preparations for this training conference are being made possible under a special research grant from the Office of Education, U.S. Department of Health, Education and Welfare.

October 1968

FOUR SUGGESTED AGENDA ITEMS FOR CRITICISM AND DEVELOPMENT

A. School Board Committees

B. Attitude Exploration

C. Basic Information

D. Skill Development

SUBJECT: A. SCHOOL BOARD COMMITTEES

Time:	Six Hours
Training Design:	Lecture and three small groups to attend three rotating workshops which will run simultaneously. Groups will be divided regionally: Northern urban, Southern urban, Southern rural. Each workshop will run for 1-1/2 hours.
Lecture (1 hour):	Overall introduction to how the school board works, touching on two main ways: boards that operate as committees of the whole, boards that divide into committees. Committee appointments as they relate particularly to the black board member: which to avoid, which assignments are crucial and why. How to serve on committees that are crucial to policymaking as it affects the black students. Zero in on three important committees to be studied in detail in rotating workshops. Stress that these three are the committees to push for.
Workshops:	(4-1/2 hours: total for three 1-1/2-hour workshops)

1. Personnel Committee: Black school board members need to be aware of their special responsibilities if they serve on personnel committees. This means ability to identify able, competent superintendent who in turn will hire the right administrators and teachers. Board members' role not to hire teachers, but to guard against emasculation of school board policies by top school staff. Key spot for black school board member, since recruiting competent personnel, from superintendent down to teacher, is a critical educational need. Include any special resources available for recruiting top-level educators into systems. Theme: how to help identify good change-producing personnel.

2. Finance Committee: Key is money in schools: this committee is crucial. Workshop should touch on basics, like site selection, how to read a budget, look for new sources of financing. Should include federal aid, changes in administrative practices. (Detroit is suing the state over the amount given to disadvantaged children; similar thing happening in California.) Point: to learn how system works and how to get good out of it for Negro boys and girls. Workshop should also get into subtleties, helping trainees recognize when they have a superintendent who won't touch federal funds for fear of opening a whole can of worms he is reluctant to release.

3. Curriculum Committee: Function of committee, particularly as it relates to curriculum more relevant to a black child. Guidelines providing trainee with valid criteria to good curriculum. Information to help trainees ask the right questions, and know what kind of answers to expect. Outside resources: how to tap. Some model curricular items, sources. Textbooks: how to analyze, what new ones to recommend.

SUBJECT: B. ATTITUDE EXPLORATION

Time: Four hours

Training Design: 12 Optional Workshops

Twelve phrases or sentences are listed below, each representing a basic attitude of the individual toward some element of social change.

Trainees will be asked to pick one of the 12 workshops. The only requirement: that once they choose one, they must stay with it -- not allowed to wander off and find another more to their liking when things get going.

Each session will last for four hours, and a sensitivity trainer will be assigned to each group.

Objective is to explore the basic attitudes of the participants and to help each person grow.

WHITE FOLKS ARE EVIL	BLACK IS BEAUTIFUL	PEOPLE ARE PEOPLE	THINGS ARE CHANGING
YOU CAN'T UNDERSTAND A NIGGER	GOD MADE ALL MEN EQUAL	BURN, BABY, BURN	NEGROES
BLACK AMERICANS	EDUCATION IS THE ANSWER	BLACK POWER	GREEN POWER

SUBJECT: C. BASIC INFORMATION

Time: Each workshop described to take 2 hours. Total of 6 hours for all participants.

Training Design: Three rotating workshops, required for all.

Three trainee groups may be broken down regionally into Northern urban, Southern urban, Southern rural/small Northern.

1. HOW THE EDUCATIONAL SYSTEM OPERATES. Emphasis here will be on information about the structure of government bodies, and the workings of school systems, both formal and informal.

2. THE EDUCATIONAL PRODUCT. Information and resources about the ideal: the way things should be, goal of changes and reforms in the existing system. Model curricula for making schooling more relevant to black kids, and guides showing board members where to turn for such resources. Textbook criteria: model for measuring present school's books, plus examples of good texts to substitute. Classroom teaching techniques: the team approach, the career-ladder principle applies to teaching aides, etc. Films, teaching machines, community resources, etc.

3. MANIPULATING THE SYSTEM. Emphasis here will be on skills needed by school board members who want to effect needed changes. Understanding how to get what you want from the other side. Formation of power bases in order to influence system.

SUBJECT: D. SKILL DEVELOPMENT

Time: Each workshop described to take 2 hours.

Training Design: Eight optional skill-development workshops will be offered, with each participant offered the chance to select 3 out of the 8.

1. Negotiation

Theme of workshop will be that black Board members develop skill of negotiating at two levels: a) with school board members for black community (or conversely with black community for the school board); and 2) in collective bargaining with teachers. Resource; SEDFRE how-to manual on negotiations, already available, plus more specific guidelines keyed to school board matters.

2. Public Relations and Press

How to use the press, radio and TV effectively to bring views and interests of black parents, teachers and students into wide circulation -- both in the black community and the total community. Press conference techniques; the use of well-prepared releases and background papers; appearances on radio and TV. Board of Education business and the press: when to have open meetings and why, when secrecy is justified. Board unity versus black unity.

3. Communications, or, Community Relations

Who are you talking to and how do you best get your message across? Public speaking; functioning in a meeting; visiting teachers, students and administrators in schools; opening lines of communication into the black community; developing a network of aides to increase two-way communication between the board member and the black community, also between the black board member and the total educational establishment and white community. Resources: ?

4. Board Meetings

Relations between the black board member and other members of the board. Parliamentary procedures: how to function effectively in a meeting. Committee functions. Board meetings and lines of communication with the community. Resource: SEDFRE manual a possibility if this would be particularly useful.

5. Campaigning

How to organize the community for political action, run a successful campaign for school board membership. Unifying the black community behind a single candidate; defining broad issues to appeal to white voters as well. Materials: SEDFRE how-to manual on political strength now being revised. Specific guidelines on campaigning for school board office could be drawn up.

6. Workshop-Education Techniques

How to set up a regional conference for newly elected school-board members -- taught as a broad introduction to the generally applicable techniques of leadership training and group education. Resource: SEDFRE to draw up guidelines, for eventual use in a Conference Planning Kit.

7. Research

Workshop will include introduction to data collection, listening, intelligence-gathering. Will distinguish between such activities as carried out for information available from a) black community, and b) white community. How to develop a network of informants. Building a team for the black school board member. What regional, national resources may be tapped to assist the black school board member (local university or college, bar or professional education associations, black coalition information bank, NASB black caucus pool, SEDFRE technical assistance program, etc.) Resources and materials: ?

8. Intergroup Relations

How to form effective alliances: use outside resources to beat or modify system so it works for black kids. City and state bodies, voluntary organizations, federal programs designed to spur educational reforms. Learning to work with others without going along with the system. Maintaining the trust of black community activists; forging new relationships of equality with white community and educational leaders. Resources: ?

APPENDIX C

NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS, Jan.30-Feb. 2, 1969, at AIRLIE HOUSE, WARRENTON, VIRGINIA

DRAFT CURRICULUM

October 15, 1968

THURSDAY, January 30

Morning: Warm-up sessions
Afternoon
& Night: Goal-setting

9:00 A.M.-12:30 P.M. Registration
Housing

Presentation on the history and development of school boards. (Complete reference paper being prepared for distribution to all participants as take-home material.)

Informal Group Discussions: Participants will meet in small groups at random to discuss back-home problems of schools. Purpose: to set informal atmosphere of this Conference and at the same time to precipitate dialogue between participants and faculty. Discussion leaders will be on hand to get geographic mix into "random" groups and to help lead conversations which develop. Desired size of conversation groups: 10-12.

12:30-1:30 P.M. Lunch

1:30-2:30 P.M. Small Group Sessions on goals. Purpose: to set and examine Conference goals, with an emphasis on defining the current problems confronting black school board officials.

Participants will be divided into groups of 10 to discuss (and later report on) the main problems confronting school board officials as these discussants see the situation. Each group will be asked to set a priority on the personal goals its members would like to fill at the Conference: specific information wanted, skills people desire to learn, self-awareness participants hope to achieve. Each group must select no more than 5 specific goals to present to the plenum session. Each group must select one spokesman to report to general session and keep notes for written report of its discussion.

(Note: We anticipate that current goals and problems will be concentrated around two principal current concerns: 1) problems attendant upon desegregation, integration and consolidation in Southern and small-town school districts; and 2) problems arising from the trend toward decentralization and community control (in big-city ghetto districts).

2:30-3:30 P.M.	General session on goals. Participants talk. Representative of each group will present his report on the needs and objectives of trainees as decided upon in his group. Total group will then examine the similarities and differences of the various reports, and develop a list of 25 goals (out of a possible 90, assuming 18 groups of 10) which they think can be achieved at the Conference. Changes will be made in the advance curriculum based on participant recommendations and the availability of appropriate resource persons.
3:30-4:00 P.M.	Coffee Break
4:00-5:00 P.M.	General session on goals, continued.
5:00-6:30 P.M.	Recreation and cocktails
6:30-7:30 P.M.	Dinner
7:30-8:45 P.M.	General Session formally opening Conference. Introduction of keynote speaker. Keynote address.
8:45-10 P.M.	Informal sessions Entertainment

MIDWAY DAY A

Friday or Saturday

Morning: Attitudes and Community Accountability
Afternoon
& Night: Effective Black Membership on School Board Committees

9:00-9:30 A.M.	General session on attitudes and community accountability. Brief presentation on the special responsibilities of Negro school board officials. (Discussion starter to be developed, based on Joseph Howell's diagram-analysis of attitude progression toward goal of effective black board membership.)
9:30 A.M.-12:30 P.M.	Small-group sessions on attitude-exploration. Total group will be again split into the random groups of 10 which worked on goal-definition Thursday afternoon. Exercise: Chart of 12 popular catch-phrases (black is beautiful, things are changing, burn-baby-burn, black power, green power, etc.)will be given to each participant to react to and evaluate. Trainers will encourage participants to discuss their reactions honestly and openly and to listen to reactions different from their own. Which phrases represent negatives, which positives, which neutrals? What are these phrases: values? self-images? norms of behavior? bags? hang-ups? Limited goal: some exploration of attitude differences within a group agreed upon certain ultimate objectives. Broader goal: learning to accept differences and work together.
12:30-1:30 P.M.	Lunch
1:30-2:00 P.M.	General Session on Board Committees. Workshop on this topic will occupy remainder of day (1:30-9:30 P.M.). Introduction to the day's agenda will be a 10-minute talk outlining the policy-making significance of Committee operations, urging trainees to avoid non-basic assignments and

concentrate on getting appointed to three key Committees: Personnel, Finance, Curriculum.

Group will then be split into three subgroups for initial socio-dramas, involving participants directly in the experience of securing--or failing to secure--an important Committee role. (Role-play guidelines to be developed.)

Then sub-groups of 60 will attend three simultaneous workshops on the three key committees, each running 1-1/2 hours. (Each workshop repeated three times to cover three sub-groups of 60.) A special how-to manual will be prepared on each of the three topics, by an outside expert.

2:00-3:30 P.M.	Workshop period #1
3:30-4:00 P.M.	Coffee break
4:00-5:30 P.M.	Workshop period #2
6:30-7:30 P.M.	Dinner
8:00-9:30 P.M.	Workshop period #3

1. Personnel Committee. Special responsibilities of black school board members serving on personnel committee call for special information, skills. Member needs the ability to identify an able, competent superintendent who in turn will hire the right administrators and teachers. The role of the Board Member is not to hire teachers, but to guard against emasculation of school-board policies by top school staff. Personnel Committee is a key spot for minority-group school board member, since recruiting competent personnel, from superintendent down to teacher, is a critical educational need.

Materials: how-to manual with theme of how to identify good change-producing personnel. Will include some indication of any available national resources for recruiting candidates for top school vacancies, and will recommend ways to promote effective black educators already employed in the school system.

2. Finance Committee. This committee is crucial since the key to school reform is money. Workshop will tackle basics, like how to read and analyze a budget, plan programs, look for new sources of financing, evaluate site selection. Will include information on legislation, federal and state, offering aid to local school districts (NDEA, Civil Rights Act, anti-poverty programs, etc.). Will present changes in administrative practices

(Detroit is suing the state over the amount given to disadvantaged children; a similar dispute is occurring in California). Point: to learn how the system works and how to get the good out of it for Negro youths. Workshop will also get into the subtleties, helping trainees recognize when they have a superintendent who won't touch federal funds for fear of community reaction.

Materials: Sample school budgets and exercise; how-to guide on understanding the basics of public-school financing in order to produce changes beneficial to black pupils. Directory of federal programs of aid to local school districts.

3. Curriculum Committee. Function of committee, particularly as it relates to curriculum more relevant to black children. Information to help trainees ask the right questions, and know what kind of answers to expect. Training in how to locate and tap outside resources for educational expertise.

Materials: How-to manual providing trainees with valid criteria to good curriculum. Model curricula on Negro history, African studies, other special-interest courses, at primary and secondary levels. Textbook criteria, through model survey for measuring present books used in schools, with accompanying examples of good texts to substitute. Bibliography of recommended books, pamphlets, films, film strips. Samples of experimental school total curricula and teaching approaches which have proved most promising.

9:30 P.M. Informal sessions
Entertainment

MIDWAY DAY B

Friday or Saturday

Morning: Case Study in Black Effectiveness (Trenton)
Afternoon & Night: Workshops on The Educational Product and The Educational System

9:00 A.M.-12:30 P.M. General Session training exercise on strategic planning will begin with film on community action. Purpose of Trenton case study: to encourage black school board officials and community activists to collaborate, despite ideological differences, in order to achieve one specific objective on which all agree. Broad aim: to help all citizen leaders concerned with education to act in concert to accomplish the change of one thing in an educational system.

Training Design: Exercise is divided into five consecutive stages, each opening with a total-group session and followed immediately by buzz group sessions or small-group (20) workshops, conducted in separate locations by appointed discussion leaders. Trainer will be available to consult with buzz groups.

Materials: "Change Comes to Trenton Schools in 1968, A Study in Factfinding, Procedure and Strategy" (A Guide for Leaders); Trenton Human Relations Council special High School Study report; Kerner Commission Report summary; other relevant Trenton materials.

12:30-1:30 P.M. Lunch

1:30-9:30 P.M. Two Rotating Workshops on: 1) the educational product, and 2) the system (how it operates and how to manipulate it).

Training design: Participants will be divided into two groups of 90. Each information workshop will be staffed by a trainer and a panel of resource persons. The large-group of 90 will be broken down into smaller groups as the workshop proceeds, with resource specialists moving about from small group to small group. Each of the two workshops will take a total of three hours, on the following schedule:

1:30-4:30 P.M. / 4:30-6:00 P.M. / 8:00-9:30 P.M.

1. Information Workshop on The Educational Product. Film and intensive discussion session providing information and resources about the ideal: the way things should be, the end-product of the changes and reforms being attempted in the existing school system. Focus will be on the child himself, and the basic things he should be getting in school and from school. Will include positive features of integrated schooling; positive contributions of decentralized education, with increased parent and community participation. Will present essentials board member must know about new educational approaches (team teaching, the career-ladder principle applied to teaching aides, films, teaching machines, new guidance goals and approaches, community resources) and what trainee must know too about the limitations of older techniques like ability

grouping, tracking, standardized achievement tests, etc.

Materials: paper to be written by Mrs. Evelyn Rich and Dr. Jeanne Smith, plus selected brochures, articles, other pertinent publications.

Faculty: Trainer plus panel including school board member who has been through the mill, backed up by team of resource people with expertise in appropriate educational specialties. Theoreticians on the special needs of black school children will also be included on this panel.

2. Information workshop on understanding and manipulating the educational system. Information about the structure of government bodies, and the workings of school systems, both formal and informal. What are the basic reforms to be effected? Who are the major actors or enablers for these specific changes? To eliminate racism in education, group will be encouraged to choose 8 or 10 areas in which to move, identify targets requiring strategy for reform, outlining what can be done in both the short and the long haul. Overall material describing major reforms needed at both federal and state level rather than local boards of education (emasculation of Guidelines in South). Stress on the skills needed by local school board members to effect changes possible at that level, with special attention to the problems of Negro faculty and school administrators during the processes of desegregation, integration and consolidation. Understanding how to get what you want from the other side. New roles for board members, including contacts with Negro contractors so black community can share in the economic pie. Formation of power bases in order to influence the system, on the local level, statewide and nationally.

Materials: background paper prepared for this session. Other relevant articles, papers, etc.

Faculty: Resource panel and trainer. Top staff professional of U.S. Civil Rights Commission, top public-school administrator, university specialist in urban affairs. Resource persons on Southern school systems, inner city community organizers, experienced school board members, government education specialists.

9:30 P.M. Informal sessions

Entertainment

SUNDAY, February 2	
Morning and Afternoon	Skill Development Workshops, followed by General Session Conference Evaluation and Follow-Up.
9:00 A.M.-12:30 P.M.	Optional Skill Development Workshops.

Each participant will choose to attend three out of seven skill workshops offered. Each workshop will take 1-1/2 hours on the following schedule:

9:00-10:30 A.M.	Break
11:00-12:30 P.M.	Lunch 12:30-1:30
1:30- 3:00 P.M.	Break

1. Negotiation. Theme of workshop will be that black board members develop skill of negotiating at two levels: a) with school board members for black community (or conversely with black community for the school board); and 2) in collective bargaining with teachers. Resource: SEDFRE how-to manual on negotiations, already available, plus more specific guidelines keyed to school-board matters.

2. Public Relations and the Press. How to use the press, radio and TV effectively to bring views and interests of black parents, teachers and students into wide circulation -- both in the black community and the total community. Press conference techniques; the use of well-prepared releases and background papers; appearances on radio and TV. Board of Education business and the press: when to have open meetings and why, when secrecy is justified. Board Unity versus black unity. Resource: SEDFRE manual in preparation to be made available to workshop participants, or mailed in follow-up period.

3. Community Relations. Who are you talking to and how do you best get your message across? Public speaking; functioning in a meeting; visiting teachers, students, administrators in schools; opening lines of communication into the black community; developing a network of aides to increase two-way communication between the black board member and the total educational establishment and white community. Resources: possible guidelines to be assigned for preparation by outside expert.

4. Research. Workshop will introduce data collection, listening, intelligence-gathering. Will feature presentation on legal research for board members. Broad distinction will be made between information-gathering activities as carried out for data available from a) black community, and b) white community. How to develop a network of informants. Building a team for the black school board member. What regional, national resources may be tapped to assist the black school board member (local university or college, bar or professional education associations, black coalition information bank, NASB black caucus pool, SEDFRE technical assistance program, etc.). Resources and materials: directory of resources, legal compilation.

5. Board Meetings. Relations between the black board member and other members of the board. Parliamentary procedures: how to function effectively in a meeting. Committee functions. Board meetings and lines of communication with the community. Resource: Best available materials.

6. Campaigning. How to organize the community for political action, run a successful campaign for school board membership. Unifying the black community behind a single candidate; defining broad issues to appeal to white voters as well. Materials: SEDFRE how-to manual on political strength now being revised. Specific guidelines on campaigning for school board office may be drawn up.

7. Workshop-Education Techniques. How to set up a regional conference for newly elected school-board members -- taught as a broad introduction to the generally applicable techniques to leadership training and group education. Resource: SEDFRE to draw up guidelines for eventual use in a Conference Planning Kit. Basic material already in hand, to be adapted.

3:00-3:15 P.M.	Break
3:15-5:00 P.M.	General Session on conference evaluation and follow-up planning.
5:00-6:30 P.M.	Packing
6:30 P.M.	Supper

APPENDIX C

LIST OF MATERIALS TO BE DEVELOPED

Discussion Starters

Goal-setting session
Session of Attitudes and Community Accountability
Skill workshop #7: setting up regional workshops

Exercises

Attitude exploration
Trenton High School Case Study
Southern case histories
Budget samples and exercise

Role-Play

Committee Appointments

Background and Reference Papers

History and development of school boards
Educational product
Educational structure
Legal synthesis

Directories

Directory of resources (for skill workshop on research)
Directory of federal programs of aid to local school districts

Curriculum Aids

Model curricula on Negro history, African studies
Model community school textbook survey
Sample experimental school program design
Bibliography of recommended curriculum materials: books, pamphlets, film strips, films, etc.

How-To Manuals

Session on Committees: Three manuals on Finance, Curriculum, Personnel
Skill sessions: Public Relations and the Press

Guidelines

Skill sessions: Negotiations
Community Relations
Campaigning
Workshop Education Techniques

APPENDIX C

LIST OF MATERIALS TO BE ASSEMBLED

Trenton Human Relations Council High School Study

Kerner Commission report summary

Material on parliamentary procedures, meetings, etc.

Materials on the educational structure, and product

Materials on accountability

Films on community action, and on good educational approaches

Entertainment films, African-type singers, rock-and-roll group

APPENDIX C

CHANGE COMES TO TRENTON SCHOOLS IN 1968

A Study in Procedure and Strategy for Needed School Reform

Acknowledgments

Special thanks are extended for the cooperation of the New Jersey Community Action Training Institute, the Human Relations Council Serving the Greater Trenton Area, We the People, the Black Teachers Organization, the National Association of Afro-American Educators, and all the individual men and women who gave so generously of their time in helping prepare this study.

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Revised April 1969

CHANGE COMES TO TRENTON SCHOOLS

A Study in Procedure and Strategy

The city of Trenton, while not a big city, has a full share of the many problems plaguing urban school systems. The year 1968 saw a great deal happen in Trenton schools, and may prove a turning point for education there.

The twin purposes of this case study are 1) to promote a broad understanding of the multiple problems confronting schools today, and 2) to develop a better recognition of the importance of strategic planning in community action. It is hoped that professionally guided discussion of this case will encourage minority-group school-board officials and community activists to collaborate, despite great differences in opinion, to achieve one specific objective on which all can agree. Thus the aim of the study is to help citizen-leaders concerned with education act in concert to accomplish the reform of one thing in an ailing educational system.

The facts are assembled chronologically into the following case history to serve as background information for discussion and community action. It is arranged so it can be read aloud, stage by stage, with interruptions for discussion and group strategy decisions.

A Trainer's Guide is available to group leaders on request. Designed specifically for use with groups of black school-board officials, the guide contains detailed instructions on the design and mechanics of the training exercise, plus a series of suggested questions and tasks for group decision. Discussion questions and tasks are suggestions only, and should be modified to fit each specific use of the Trenton story as a tool for education and action.

STAGE I

FALL 1967: CENTRAL HIGH SCHOOL

Trenton Central High School has about 3,000 students, 45 per cent white, 55 per cent non-white. Many of the white students come from working-class families. They live for the most, in tight-knit ethnic groups, comfortable living in their own neighborhoods, with friends and relatives who share the same cultural ties. A goodly number of black and white youngsters come from homes which view integration with suspicion and fear; these youngsters tend, like their parents, to socialize in groups of Italians, Irish, Polish, Jews, Blacks and so forth, mixing as equals with others only when it comes about in the natural order of things, or when they must. And they don't have to, in school, very often.

The track system of teaching tends to separate students into homogeneous classes of college-bound, or average, or slow, with troublesome students slotted on the slow track. Many formal classes wind up virtually segregated. Little effort has been made to bring in a higher percentage of black teachers and administrative personnel: 12 out of 180 on the teaching staff are black. The middle-class teaching staff's main concern is over the bright, out-of-the-ordinary achiever, not the far more typical youngster who is bored and turned off by teachers, curriculum and school activities. Approximately 18 to 20 per cent of those who enter actually drop out. About 35 per cent go on to college. The majority of graduates leave school ill prepared for higher education or for jobs that require a good high-school foundation.

As Trenton High's percentage of black students increased over recent years, the number of school activities decreased. Student government ceased functioning. No dances were held. The school stopped sponsoring bus trips to athletic events outside Trenton. The 1967 crop of students settled on two particular complaints: 1) no student government through which the boys and girls could express themselves legitimately and run their own activities; and 2) the confusing and seemingly unfair way in which discipline was administered.

Shortly after school opened in 1967, tension began to develop. The previous spring, the black senior class president had been replaced by a white student after a new election. No reason was given by authorities for calling the new election in the first place. In November 1967, a vice-principal indicated that once again there might be a new election for class officers. Rumors flew. The fear was that the same process would reoccur, unseating the black girl who had been voted president of the new senior class.

Other developments were arousing student anger. A long-awaited social event at the school was called off abruptly. Kids began charging there was a double standard in discipline: one brand for blacks, one for whites. And complaints were mounting over the unexpected rise in the cost of lunch. The school cafeteria, serving 1,000 students a day in three shifts, had increased the cost of lunch with no advance announcement to prepare students for the higher prices.

The senior class president felt the lunch situation so critical she took a petition to the administration, warning of possible serious trouble ahead.

Nothing was done. Central High teachers were involved in their own immediate interests: which of two rival teacher organizations could best win them better salaries, working conditions, benefits. The

Board of Education, warned the previous spring that improvements were needed in the discipline department, had requested a full report. At its fall meeting, on the basis of the report submitted, the Board concluded the present set-up was sufficient and declared confidently that there was "no real problem" at Central High. The main topic of Board attention was a division of opinion over the way repeated suspensions were being used so they were, in effect, expulsions, keeping troublesome students out of the way of teachers and well-behaved students who function well in the traditional classroom atmosphere. The Board was also conducting a search for a successor to retiring Superintendent Beck, due to leave office August 1. The parents, all of them, were no more or less concerned than usual with school matters. The community was uninvolved.

STAGE II

PRE-CHRISTMAS TROUBLE, NEW YEAR BRING DISORDERS

On December 12, a fight started in the high school cafeteria. Supervision of the three-shift lunch period was originally a faculty responsibility. But teachers now enjoyed their own separate lunchroom, turning over the job of cafeteria supervision to an integrated student patrol. Patrol boys were untrained. They were chosen less for maturity of judgment than for a reputation as a good athlete or "strong" type. The argument broke out between a black youth trying to leave without the required pass and a white patrol boy stationed at the door. The fight, not significantly racist itself, was broken up quickly, the two initial combatants taken to the discipline office. Rumors flew about the outcome of the fight and the settlement.

The next morning two groups fought in the smokeyard. They were divided along color lines. Simultaneous student fights erupted in the cafeteria, and elsewhere. Long pent-up tension marked the fights. School was dismissed early. There was even a rumor that the principal had locked himself into his office.

After this fierce outburst, a group of black students got together and began walking toward the center of town: their usual route home. On the way, several people in no way connected with the school were hurt, and a few plate-glass store windows were smashed. The students arrived eventually downtown, milled about the spots in which they customarily hung out after school for a while. Several arrests were made, and the group was dispersed.

The next day, Dec. 14, the Mayor visited Central High, spending almost the whole day talking to students, opening lines of communication. He gathered a list of 31 grievances showing clearly that the area of discontent of students, black and white, was far broader than that indicated by the incident of the previous day. The Mayor managed to cool things considerably on this Friday. A week later, a special panel was set up under the Human Relations Council Serving the Greater Trenton Area to inquire into the disturbances and make recommendations. The panel began holding the first of some 75 meetings and interview sessions. The months-long study was launched with the agreement of the Mayor, the City Council and the Board of Education.

When school opened on Monday, Dec. 18, a group of parents and community-organization representatives visited the school, meeting with the principal and a small group of students. On Tuesday, a similar delegation appeared for a follow-up meeting, attracting a crowd of students. The students demanded the presence of the symbols of their discontent: the discipline and attendance staff. With their arrival, the meeting became tumultuous and was ended abruptly by the superintendent. The frustrated students fanned out throughout the school--running through halls, throwing food and dishes about in the cafeteria. They rang the fire alarm and emptied the building. No attempts to do violence to people were evident: the chaos was described as "carnival-like."

The next morning, some 300 students began a boycott. Again the atmosphere became chaotic and like a circus. Confusion ran so high that neither the school board, the superintendent nor the principal subsequently could pinpoint who gave the order to shut school down that day, two days before the Christmas holiday, until January 2, 1968. In all these disorders, less than $25 worth of property damage was done at the high school. At no time was there any danger of physical injury to any member of the faculty.

After Christmas, there was a period of relative calm for almost two months. School authorities had taken a number of steps to mend fences during the Christmas vacation weeks. Here's what they did:

1. They refurbished the school plant. They improved the cafeteria and installed a public-address system. (Before this, there had been no way to get word directly and immediately to students and teachers throughout Central High.)

2. Personnel in the discipline and attendance office were reassigned.

3. Some preliminary steps were taken to form an effective student government, and to step up some of the more popular student activities.

4. The services of a staff member of the New Jersey Department of Community Affairs were utilized.

5. A faculty council was set up.

6. Some departments of the high school, on their own, undertook reviews of the track system and homogeneous classes.

7. New textbooks and courses, including "Black History," were

already in the works, but would not actually show up in formal courses until the fall. To fill the immediate need, informal courses were sought. The only curriculum innovation actually undertaken was one informal Saturday course sponsored by the superintendent's office with the help of the N. J. Community Action Training Institute staff. No more than 15 or 20 students attended any of the ten morning sessions.

This is what was done. What was not done? No formal or precise mechanism for change was set up and defined. Personnel shifts were made but not explained, even to those staff members being shifted. People first heard of new assignments by reading about them in the newspapers. Confusion was widespread throughout the faculty. Teachers had no way of knowing what changes had taken place, what changes might come next--or why.

From Jan. 2 until Feb. 28, the atmosphere at Trenton Central High was overtly quiet. Very early on the morning of Feb. 28, a group of white students made an apparently unprovoked attack on a Negro high school student. Throughout the day, black and white students engaged in small fights. The police moved in and made arrests. There were 38 suspensions, and 13 students were proposed for legal expulsion. School was dismissed and closed until March 4. After this outbreak, a shaken Central High went back to normal school life for another month, but in an atmosphere of tension.

STAGE III

SPOTLIGHT ON A KEY SCHOOL POST: THE SUPERINTENDENCY

On May 16, after a preliminary nine-month search for a new superintendent of schools, the Board finally stepped up its efforts to fill this key post. Let's take a brief look at the Board.

This was a nine-member Board. Three places are filled each year by appointment of the Mayor. Six of the nine Board posts had been filled by the incumbent mayor; the Board President was a top Mayoral aide, in charge of personnel at City Hall.

Following a suggestion put forward by one of its two black members, the Board commissioned a blue-ribbon panel to comb the nation for outstanding candidates for the post from outside Trenton, while interviewing local candidates on its own. A special brochure was prepared for circulation to 17 universities and other centers of employment for high-level educators. The August deadline was no longer distant, and the high school disturbances had underlined the necessity for a wise and broadly acceptable choice.

On May 21, a new group called the Black Teachers Organization was formed. BTO set the following objectives: 1) to survey Trenton blacks and find those qualified to fill five important school vacancies (school superintendent, an assistant superintendent, high-school principal, junior-high principal and junior-high administration assistant); 2) to discover what guidelines the Board uses to determine its hiring practices; 3) to pinpoint specifics involved in qualifying as Title I personnel; and 4) to examine the possibilities of shifting principals not performing well in their present positions. Two nights later, on the basis of interviews with local applicants for school vacancies, the organization voted not to push any single applicant, but rather to call for qualified black personnel in available policy-making school positions.

The School Board announced on May 28 it had selected four local (Trenton) candidates for the superintendent of schools post. One of the four was black. Another was Vincent Halbert, an assistant superintendent who formerly had been principal at Central High. The day after the announcement, the Black Teachers Organization sent wires to the Mayor and president of the School Board, calling for appointment of a black superintendent of schools. The next week, representatives from the teachers organization met with Superintendent Beck, restating their view on Trenton's need for black educators in policy-making positions. The Black Teachers Organization position was outlined to the Board of Education also at an open meeting, eliciting no questions or comments from Board members.

The situation came to a head with the report of the Board's own blue-ribbon committee on outside candidates. Of 35 applicants from 14 states, five front-runners were selected, two of them black.

STAGE IV

LOGICAL WINNER RESISTED

July Fourth was the occasion for an important announcement by the Board of Education: the names of two finalists for selection as superintendent of schools. One was Vincent Halbert, the local aspirant. A former principal of Trenton Central High School, Mr. Halbert had been moved from this assignment into the superintendent's office, where he currently served as assistant superintendent in charge of personnel. The other finalist was Dr. Ercell Watson, a black assistant superintendent of schools in West Chester, Pa. Dr. Watson was the top candidate selected by the Board's blue-ribbon committee. A copy of the backgrounds of these two contenders is posted in front of the room.

[Two items of additional background should be mentioned at this point. 1) Later fact-finding established that on June 28, Dr. Watson had written to the Board President withdrawing from the race because of the August deadline. The letter was not mentioned publicly at the time. 2) There were strong local political considerations surrounding the appointment of a new superintendent.]

The day after the announcement, all sorts of rumors began flying. The most persistent one was that Halbert was the "predetermined choice" of the School Board. People were even saying that the two black members of the School Board had voted for Mr. Halbert. The two thereupon took an unprecedented step: they described what had actually taken place at the crucial Board meetings, in a public letter printed in the Trenton paper. Explaining that they were breaking the secrecy of Board business to correct erroneous reports of the Board selection process, they concluded: "Would that we employ both the objectivity and the courage to finally select the best man for the job." As an editorial in the Trenton newspaper summed up, the two had charged that the Board majority had already picked Halbert. It went on to say that if this were true that the elaborate election procedure was a farce and an elaborate cover-up.

At this point, the diverse elements of Trenton's black community began to mobilize and stand with increasing force and numbers behind the push for a black superintendent. For the first time in the history of Trenton, all drew together in unity, agreeing on one issue of overriding importance. Board members and community people worked together as a team.

* * *

What sort of groups were involved? Trenton's black community did not cover as wide a range of philosophy as exists in many other cities. Members of We the People, a grass-roots organization, had circulated leaflets acquainting neighborhood people with the superintendency issue. They also helped man a picket line maintained at lunchtime in front of City Hall from May to July. After the two finalists' names were announced, the National Association of Afro-American Educators wired the Mayor, urging Trentonians to take this significant step forward. Established and prestigious Negro middle-class organizations were to join the effort later, among them the NAACP chapter, fraternal associations and the Political Action Council, a group headed by a black Trenton assemblyman.

The Black Teachers Organization prepared and circulated a petition calling for a public hearing before the final choice was made:

> The Black Teachers Organization of the Trenton Public Schools is demanding a public hearing on the qualifications of the two finalists for the position of Superintendent of Schools. We are aware there is a move to select the less qualified person for the position only because he is white and the favorite son of vested interest. We cannot, and shall not, have a democratic society as long as qualified black people are excluded from high positions. Such actions only continue the pattern responsible for civil disorders, resentment and hostility between the races. Most of all, it continues a pattern of inferior education for all children.

There was no such public hearing, but the scales tipped even more in Dr. Watson's favor. The Board conducted its final candidate screenings. Responding to editorial criticism of racist divisiveness, a group of BTO representatives arranged a visit to top newspaper officials and took advantage of the opportunity by explaining the group's position in full. The next editorial came out in favor of a public hearing.

At this point, the long-awaited High School Study, prepared by the Human Relations Council special panel, was released. On July 11, its 102-page text was printed in full in the Trenton _Evening Times_. It was a searching analysis of Trenton High School's complex problems, with a host of far-ranging recommendations to offer. But only a tiny excerpt was top news. This one portion of text reviewed the years when Vincent Halbert had been principal of the high school and offered severe criticism of his administration of that office.

A public Board meeting was promptly scheduled for July 16. At this meeting, Mr. Halbert _withdrew_ his application in a letter of withdrawal read to the Board and the public. However, the Board _still_ hesitated to make Dr. Watson the formal offer.

After listening to the letter of withdrawal, people in the audience demanded the immediate appointment of Dr. Watson, asking in angry and disgusted tones what was now holding up the decision. Board spokesmen made three points. First, they were not even certain that Dr. Watson would accept the position. Second, they planned to visit West Chester that Thursday to interview his present employers, and felt it necessary to go ahead with these plans as a preliminary to their decision. Third, they suggested a possibility that they would re-examine the list of other applicants to make it a two-way race again. The final suggestion exposed the Board to its first face-to-face exposure to deep and widespread community anger. The outrage of community people and teachers was shared, moreover, by spokesmen from the Council of Churches, the Council of Human Relations, the Chamber of Commerce. The _Trenton Times_ made the following comments on July 18:

> If (the Board) does pick Dr. Watson, of course, there will be some who accuse its members of giving in to pressure from the black community. But actually the pressure on the Board is to obey the logic of a selection procedure which it created itself and which, up to now, it has shown no inclination to change. . .

That's what the Trenton paper said. Now it was up to the Board to act. The open meeting had been one eye-opener for Board members. Their visit to West Chester proved to be another. The Pennsylvania superintendent couldn't find enough praise for Dr. Watson's abilities and the fine way he worked with whites in a school system which had a student body with 90 per cent white pupils. The superintendent confessed his personal disappointment at losing his assistant: if the superintendent left his post, there was little doubt that Dr. Watson would be chosen to fill his shoes. On July 18, Dr. Watson reaffirmed that he was still in the contest.

Meanwhile, a black delegation, including the Political Action Committee, We the People and the NAACP, paid a call on the Democratic County chairman and threatened no Democratic votes from their constituency in 1968. A mixed delegation of representatives from 10 Trenton organizations called on the Mayor, hopeful that he would tell the Board how vital a decision was to the city's broad interests. In earlier meetings with BTO and other community spokesmen, he had maintained a rigid policy of hands-off and no interference. Choice of a superintendent was the business of the school board, he reasoned, insisting his Board was an independent body, to be kept strictly free from political interference. For the first time, the Mayor's attitude appeared to soften.

At 7 P.M. on July 22, an integrated picket line began forming in front of the Board of Education building, with marchers assembling and carrying signs representing a broad cross-section of Trenton organizations. The line grew, the signs demanded DECISION NOW ON WATSON. At 8:30 P.M., the Trenton Board of Education announced that the post of Superintendent had been offered to and accepted by Dr. Ercell Watson. Trenton had appointed its first black superintendent of schools--one of the first, in fact, in the United States.

* * *

STRATEGY ANALYSIS

In an interview held in November 1968, Eugene Gadson, an officer of the Black Teachers Organization, provided frank and helpful answers to many questions. Two are of particular interest here.

Q. "What made the Board capitulate finally?"

There were three factors that contributed to their capitulation.

1. It was the Board's first exposure to public reactions to their operations. There was a real fear of riot, particularly on the part of the business community. The Chamber of Commerce representatives at the open Board meeting felt the Board should make the decision in order to renew public faith in the operation of the Board. The Chamber not only appeared to state this view at the meeting, but also put it into a letter to the Mayor. The press too by now was lined up on the side of the community versus the Board.

2. Another strong factor in Board capitulation was the glowing reports Board members got about Dr. Watson on their visit to West Chester.

3. Finally, the behind-the-scenes politics of the situation came

to a head right after the public hearing, with all black factions, including traditional politicians, exerting pressure through the Democratic party political structure. At the same time, a broad coalition-group of community spokesmen were pressuring the Mayor to persuade the Board to act in what was clearly the interest of the city as a whole. There were people from the ministerial association (National Council of Churches), the Human Relations Council and the Statewide Minority Groups Conference in this first mixed delegation to the Mayor.

Q. "Was your strategy to approach the Central High School crisis as (a) a community-wide Trenton problem, or (b) a black problem?"

There was no simple choice: the question is hard to answer even with all the advantages of hindsight.

It boils down to a combination of both (a) and (b) strategies. We started with (b) because the black emphasis, under black leadership, was the only practical possibility. We shifted to (a) when the tide had turned. Felt it was a city-wide issue in which all people were concerned. This approach did help too. The newspapers had an important role to play in informing both the black and the total communities. After the open Board meeting, BTO invited groups with whites in them to join in a coalition effort. They were invited to participate in the final meeting with the Mayor, and on the final picket line. They shared and contributed to a victory made possible by months of concentrated black action.

* * *

This factual case history was prepared as background material for training workshops in strategy planning. An accompanying guide for trainers is available as a model.

TRAINER'S GUIDE

for

Change Comes to Trenton Schools in 1968

A Study in Procedure and Strategy

This Trainer's Guide is keyed to the printed case study, "Change Comes to Trenton Schools in 1968." The text presenting the facts is set up like a story with a surprise ending. It is to be read in the following stages:

I. Fall 1967: Trenton Central High School
II. Pre-Christmas Trouble and a New Year Bringing Disorders
III. Spotlight on a Key School Post: The Superintendency
IV. Hard-Core Resistance to the Logical Winner
(See final page of this guide for an abbreviated version to be read aloud.)

DESIGN OF TRAINING EXERCISE

The exercise opens with a General Session, conducted by a Training Coordinator. He will be assisted by a number of professional trainers, each to be assigned to a small discussion group. The Training Coordinator introduces the case study, and divides participants into small groups assigned to separate locations. At each stage, the small groups assemble to hear the facts read, and to tackle four separate sets of discussion questions and tasks for group decision. After each stage of the narrative and its ensuing small-group workshop, the total group reassembles for a general session of group reports.

Small-Group Organization Each small group should first select its Reader, to state the facts of each stage. The necessary element of surprise must be maintained. Portions of the pamphlet may be passed around for individual reading, but the full pamphlet should not be made available to participants until after the Final Stage IV reading.

Additional Resources For optional use, Trainers will have copies of the full text of the Trenton High School Report issued by the Trenton Commission on Human Relations, the Black Teachers Organization petition, and a sheet comparing the qualifications of the two finalists for the superintendency post.

SUGGESTED REMARKS FOR TRAINING COORDINATOR

To help the Training Coordinator move the participants from the developing story to discussion questions and tasks and back, here are some suggestions for introductory remarks and stage-by-stage transitional comments.

GENERAL SESSION: Introduction

The city of Trenton, while not a big city, has a full share of the many problems plaguing urban public-school systems. The year 1968 saw a great deal happen in Trenton schools, and may prove a turning-point for education there.

We are now going to hear, bit by bit, what happened last year in this one city. We'll break into small groups, gather in separate spots and discuss the facts of this real case study stage by stage. The idea will be to pick out parts of the story which can teach us how to look over and analyze events as they unfold...to map out a course of action which promises good results for all youngsters from an urban environment.

This is to be an exercise in strategy-planning -- to help people in the black community act in concert, despite great differences in opinion, so that together we can successfully change one thing in our schools.

Now we will break up into small groups. I want each group to select its own Reader who will present the case-study facts at each stage of the story. I want each group also to pick one member to be its Discussion Leader-Reporter throughout this morning's exercise. He will present discussion questions and tasks to you after each reading, and report back to all of us on what you have decided. I will also assign to each small group a professional trainer from our staff, who will be my deputy to you as you get down to business. The trainer's job will be to watch how you work together, and help you review the contents of your deliberations. We're on a strict time schedule, so the trainer will also tell you when it's time to listen, to discuss and to decide on action.

Now it's time to get things rolling, with Chapter One of the Trenton story.

GENERAL SESSION: Stage I Group Reports

TRAINING COORDINATOR: What did each group decide? (Record of decisions entered on a sheet of newsprint and posted.) What did the people of Trenton actually do at this stage of the game? Nothing. So now let us regroup and hear how events took over, from December 12 through Easter vacation 1968.

GENERAL SESSION: Stage II Group Reports

TRAINING COORDINATOR: How did the discussions and voting go? (Individual groups report their discussions. Some time is allotted for floor discussion of the problem of choice between acting as a black community or as an integrated community.) Now let's see what events transpired to force people in Trenton to make this very same choice.

GENERAL SESSION: Stage III Group Reports

TRAINING COORDINATOR: Well, what strategy have our groups zeroed in on? Are we in favor of having the Black Teachers Organization stick to its guns, demanding black appointments in the five Trenton school vacancies? Or are we shifting toward concentration on the superintendency? (Groups report on their decisions between these two alternate courses.)

Now let's list the three recommendations each group suggests to the black community of Trenton at this stage. (Recommendations reported and listed on sheet of newsprint.)

We've had enough speculation for a while. I'll now turn matters back to you and let our Readers get us back to the surprising events in Trenton as they now unfolded... He'll give you a brief summary and later -- or back home -- we can read and study the fuller, detailed story of how the Trenton black community operated, as reported at the end of the printed case-study pamphlet you'll each receive to take home.

GENERAL SESSION: Stage IV Group Reports and Summary

Note to the Training Coordinator:

> The final evaluation session should include reports from each small-group leader. Trainers should then comment on the performance of the various groups on the tasks they were given for decision. Then the Training Coordinator can present his process and content analysis.
>
> This session should provide an opportunity to draw the training exercise into focus for participants, and for the Training Coordinator to emphasize the must useful insights gained.

SUGGESTED QUESTIONS AND TASKS FOR SMALL-GROUP DISCUSSION

Each trainer assigned to a small group will give the appointed Discussion Leader the appropriate question-and-task sheet at each stage. These follow on separate sheets.

STAGE I

Suggested Questions for Discussion

- * Is this picture familiar? Why? Relate conditions at Trenton Central High School to the school system with which you are most directly connected.

- * Do these conditions call for action? If so, what kind? Instituted by whom and how?

- * What is the major problem that confronts the people of Trenton at this time?

Task for Group Decision

Where would you start? Pick one possible course of action from among the following choices, or frame one of your own:

1. More black teachers and policy-making administrators
2. Attitude training for high-school teachers and personnel
3. New curriculum with emphasis on black history
4. Revamping of discipline office
5. Beefing up of the guidance department and supplementary services (psychologists, social workers)
6. Creation of an effective student government
7. Fuller after-hours use of school for social functions
8. A direct approach to the lunch problem, involving students, high-school administrators and faculty, and the superintendent's staff
9. An objective study, assigned to expert and neutral outsiders, of the mass of interlocking social and educational problems interfering with good education at Central High
10. Intensified Board attention to the search for a new superintendent of schools.

STAGE II

Suggested Question for Discussion

- * Do we ever use violence to accomplish needed reform?

Task for Group Decision

Decide whether to approach the Central High School crisis at this point as (a) a community-wide Trenton problem, or (b) a black problem.

Talk it over, vote, come to a choice of either (a) or (b).

STAGE III

Suggested Questions for Discussion

- * How does your own school system rate on black educators in policy-making positions? Would you think it wise to organize the black community to call for more appointments of black administrators in your schools?

- * What makes the superintendency such an important position? What are the powers of the superintendent? What are the powers of the Board?

- * In what ways might a Board member or members work with a superintendent to effect meaningful changes in the established educational power structure?

Tasks for Group Decision

1. Decide between two alternative courses. Should the Black Teachers Organization (a) keep up its original demand for black appointments in the five positions vacant in Trenton schools?
   OR
   (b) concentrate on the battle over the superintendency?

2. Do matters seem well in hand at this point in the Trenton story? Decide on a "yes" or "no" answer.

3. What further actions should the black community take? List three recommendations.

STAGE IV

Note to SMALL-GROUP READERS: Because Stage IV is so lengthy, substitute the following summary paragraphs when you reach the three stars on page 12. Group members will be able to study the expanded version in the printed pamphlet they will now be receiving, for study both here at the workshop and back home.

Summary Ending (for use on pamphlet page #12)

What happened next is described in full detail in the printed version of the case study. The detail is important and well worth studying at your leisure--but more than we can go into here today. Here's a rapid-fire summary of the action that took place on many fronts:

The Black Teachers Organization drew up a petition calling for a public hearing, visited the press to explain its position more fully, and won editorial support. Advance release in the newspapers of the long-awaited Human Relations Council high-school study resulted in a new development: the withdrawal of Vincent Halbert from the two-man race. And still the Board hesitated to make a formal offer to the black candidate. An open Board meeting provided the first face-to-face confrontation of reluctant Board members and an enraged community. The community employed virtually every tactic in the book for forcing a decision: picket lines, visits to politicians, the press, the Mayor, invitations to other organizations to join in the first integrated delegation and picket-line over the superintendency issue. The victory finally came after Board members had completed a scheduled trip to Dr. Watson's present school district. Actively supported by a broad cross-section of Trenton organizations, the community drive had clearly been led and won by the town's black citizens.

Suggested Question for Discussion

* How were the following strategies used in Trenton?

(a) flexibility of goals
(b) identification of a single objective around which black people of sharply differing opinions can rally
(c) selection of one change to be accomplished in a school system where a great many things need improvement
(d) skillful functioning of the black community as a pressure group

Task for Group Decision

Draw up a short list of general principles learned from the Trenton case history--a few points that might help school-board members and other community activists to improve education for black school children.

APPENDIX C

consecutively after last portion

TRAINER'S GUIDE

for

Change Comes to Trenton Schools in 1968

A Study in Procedure and Strategy

Start typing here

Prepared for use at the 1969 National Conference of Black School Board Members by the Scholarship, Education and Defense Fund for Racial Equality, 164 Madison Avenue, New York, N.Y. 10016.

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Run continuously

This Trainer's Guide is keyed to the printed case study, "Change Comes to Trenton Schools in 1968." The text presenting the facts is set up like a story with a surprise ending. It is to be read in the following stages:

I. Fall 1967: Trenton Central High School
II. Pre-Christmas Trouble and a New Year Bringing Disorders
III. Spotlight on a Key School Post: The Superintendency
IV. Hard-Core Resistance to the Logical Winner
(see final page of this guide for an abbreviated version to be read aloud)

DESIGN OF TRAINING EXERCISE

The exercise opens with a General Session, conducted by a Training Coordinator. He will be assisted by a number of professional trainers, each to be assigned to a small discussion group. The Training Coordinator introduces the case study, and divides participants into small groups assigned to separate locations. At each stage, the small groups assemble to hear the facts read, and to tackle four separate sets of discussion questions and tasks for group decision. After each stage of the narrative and its ensuing small-group workshop, the total group reassembles for a general session of group reports.

Small-Group Organization Each small group should first select its Reader, to state the facts of each stage. The necessary element of surprise must be maintained. Portions of the pamphlet may be passed around for individual reading, but the full pamphlet should not be made available to participants until after the Final Stage IV reading.

The small group should also designate one member to serve as discussion leader and reporter, to serve this function throughout the case-study exercise.

In addition, a professional trainer should be assigned to each small group for purposes of process observation and content analysis.

Timing   Time allotted to this exercise is optional, depending on the total curriculum of the workshop in which it is to be used. A full week could be spent exploring strategy-planning fully, or a weekend workshop most profitably designed around the framework of the case study.

The absolute minimum time allotment is one-half day: the period given over to this case study at the 1969 National Conference of Black School Board Members. The following time schedule was set up in order to carry out the exercise in this necessarily compressed period.

SCHEDULE (3½ Hours)

Time	Activity
10	General Session: Introduction of Trenton Case Study and Instructions
35	Small Group Discussion of Stage I
15	General Session: Stage I Group Reports
35	Small Group Discussion of Stage II
15	General Session: Stage II Group Reports
35	Small Group Discussion of Stage III
15	General Session: Stage III Group Reports
35	Small Group Discussion of Stage IV
20	General Session: Stage IV Group Reports and Summary

Additional Resources For optional use, Trainers will have copies of the full text of the Trenton High School Report issued by the Trenton Commission on Human Relations, the Black Teachers Organization petition, and a sheet comparing the qualifications of the two finalists for the superintendency post.

Xtra space

SUGGESTED REMARKS FOR TRAINING COORDINATOR

To help the Training Coordinator move the participants from the developing story to discussion questions and tasks and back, here are some suggestions for introductory remarks and stage-by-stage transitional comments.

GENERAL SESSION: Introduction

The city of Trenton, while not a big city, has a full share of the many problems plaguing urban public-school systems. The year 1968 saw a great deal happen in Trenton schools, and may prove a turning-point for education there.

We are now going to hear, bit by bit, what happened last year in this one city. We'll break into small groups, gather in separate spots and discuss the facts of this real case study stage by stage. The idea will be to pick out parts of the story which can teach us how to look over and analyze events as they unfold...to map out a course of action which promises good results for all youngsters from an urban environment.

This is to be an exercise in strategy-planning -- to help people in the black community act in concert, despite great differences in opinion, so that together we can successfully change one thing in our schools.

Now we will break up into small groups. I want each group to select its own Reader who will present the case-study facts at each stage of the story. I want each group also to pick one member to be its Discussion Leader-Reporter throughout this morning's exercise. He will present discussion questions and tasks to you after each reading, and report back to all of us on what you have decided. I will also assign to each small group a professional trainer from our staff, who will be my deputy to you as you get down to business. The trainer's job will be to watch how you

APPENDIX C

work together, and help you review the contents of your deliberations. We're on a strict time schedule, so the trainer will also tell you when it's time to listen, to discuss and to decide on action.

Now it's time to get things rolling, with Chapter One of the Trenton story.

GENERAL SESSION: Stage I Group Reports

TRAINING COORDINATOR: What did each group decide? (Record of decisions entered on a sheet of newsprint and posted.) What did the people of Trenton actually do at this stage of the game? *Nothing*. So now let us regroup and hear how *events* took over, from December 12 through Easter vacation 1968.

GENERAL SESSION: Stage II Group Reports

TRAINING COORDINATOR: How did the discussions and voting go? (Individual groups report their discussions. Some time is allotted for floor discussion of the problem of choice between acting as a black community or as an integrated community.) Now let's see what events transpired to force people in Trenton to make this very same choice.

GENERAL SESSION: Stage III Group Reports

TRAINING COORDINATOR: Well, what strategy have our groups zeroed in on? Are we in favor of having the Black Teachers Organization stick to its guns, demanding black appointments in the five Trenton school vacancies? Or are we shifting toward concentration on the superintendency? (Groups report on their decisions between these two alternate courses.)

Now let's list the three recommendations each group suggests to the black community of Trenton at this stage. (Recommendations reported and listed on sheet of newsprint.)

We've had enough speculation for a while. I'll now turn matters back to you and let our Readers get us back to the surprising events in Trenton as they now unfolded... He'll give you a brief summary and later -- or back home -- we can read and study the fuller, detailed story of how the Trenton black community operated, as reported at the end of the printed case-study pamphlet you'll each receive to take home.

GENERAL SESSION: Stage IV Group Reports and Summary

Note to the Training Coordinator:

The final evaluation session should include reports from each small-group leader. Trainers should then comment on the performance of the various groups on the tasks they were given for decision. Then the Training Coordinator can present his process and content analysis.

This session should provide an opportunity to draw the training exercise into focus for participants, and for the Training Coordinator to emphasize the most useful insights gained.

SUGGESTED QUESTIONS AND TASKS FOR SMALL-GROUP DISCUSSION

Each trainer assigned to a small group will give the appointed Discussion Leader the appropriate question-and-task sheet at each stage. These follow on separate sheets.

STAGE I

Suggested Questions for Discussion

* Is this picture familiar? Why? Relate conditions at Trenton Central High School to the school system with which you are most directly connected.

* Do these conditions call for action? If so, what kind? Instituted by whom and how?

* What is the major problem that confronts the people of Trenton at this time?

Task for Group Decision

Where would you start? Pick one possible course of action from among the following choices, or frame one of your own:

1. More black teachers and policy-making administrators
2. Attitude training for high-school teachers and personnel
3. New curriculum with emphasis on black history
4. Revamping of discipline office
5. Beefing up of the guidance department and supplementary services (psychologists, social workers)
6. Creation of an effective student government
7. Fuller after-hours use of school for social functions
8. A direct approach to the lunch problem, involving students, high-school administrators and faculty, and the superintendent's staff
9. An objective study, assigned to expert and neutral outsiders, of of the mass of interlocking social and educational problems interfering with good education at Central High
10. Intensified Board attention to the search for a new superintendent of schools

STAGE II

Suggested Question for Discussion

* Do we ever use violence to accomplish needed reform?

Task for Group Decision

Decide whether to approach the Central High School crisis at this point as (a) a community-wide Trenton problem, or (b) a black problem.

Talk it over, vote, come to a choice of either (a) or (b).

STAGE III

Suggested Questions for Discussion

- * How does your own school system rate on black educators in policy-making positions? Would you think it wise to organize the black community to call for more appointments of black administrators in your schools?
- * What makes the superintendency such an important position? What are the powers of the superintendent? What are the powers of the Board?
- * In what ways might a Board member or members work with a superintendent to effect meaningful changes in the established educational power structure?

Tasks for Group Decision

1. Decide between two alternative courses. Should the Black Teachers Organization (a) keep up its original demand for black appointments in the five positions vacant in Trenton schools? or (b) concentrate on the battle over the superintendency?
2. Do matters seem well in hand at this point in the Trenton story? Decide on a "yes" or "no" answer.
3. What further actions should the black community take? List three recommendations.

STAGE IV

Note to SMALL-GROUP READERS: Because Stage IV is so lengthy, substitute the following summary paragraphs when you reach the three stars on page 12. Group members will be able to study the expanded version in the printed pamphlet they will now be receiving, for study both here at the workshop and back home.

Summary Ending (for use on pamphlet page #12)

What happened next is described in full detail in the printed version of the case study. The detail is important and well worth studying at your leisure-but more than we can go into here today. Here's a rapid-fire summary of the action that took place on many fronts:

The Black Teachers Organization drew up a petition calling for a public hearing, visited the press to explain its position more fully, and won editorial support. Advance release in the newspapers of the long-awaited Human Relations Council high-school study resulted in a new development: the withdrawal of Vincent Halbert from the two-man race. And still the Board hesitated to make a formal offer to the black candidate. An open Board meeting provided the first face-to-face confrontation of reluctant Board members and an enraged community. The community employed virtually every tactic in the book for forcing a decision: picket lines, visits to politicians, the press, the Mayor, invitations to other organizations to join in the first integrated delegation and picket-line over the superintendency issue. The victory finally came after Board members had completed a scheduled trip to Dr. Watson's present school district. Actively supported by a broad cross section of Trenton organizations, the community drive had clearly been led and won by the town's black citizens.

Suggested Question for Discussion

* How were the following strategies used in Trenton?

(a) flexibility of goals
(b) identification of a single objective around which black people of sharply differing opinions can rally
(c) selection of one change to be accomplished in a school system where a great many things need improvement
(d) skillful functioning of the black community as a pressure group

Task for Group Decision

Draw up a short list of general principles learned from the Trenton case history--a few points that might help school-board members and other community activists to improve education for black school children.

End

SEDFRE **INTER-OFFICE MEMORANDUM** M.R.

To: Spiver W. Gordon and James T. McCain May 8, 1967

From: Ronnie Moore

Subject: Regarding School Board Seminar at Airlie House, Warrenton, Virginia on July 6-9, 1967

I. State Assignments
   - J. McCain - - - - - - - - - - - - - - - Georgia, So. Carolina, Virginia
   - S. Gordon - - - - - - - - - - - - - - - Louisiana, Miss., Ala., Arkansas, Fla.
   - R. Moore - - - - - - - - - - - - - - - Tenn., Texas, Washington, D.C.

II. Research
   A. School Board Members
      1. Election Process
         a. Ward, city, county
         b. Voter registration statistics (school board election districts)
            1. White registration
            2. Negro registration
            3. Negro voting age potential
            4. White voting age potential

      2. Name, address, city, state, zip code, and phone numbers of elected Negro school board members.

      3. Based on your voter registration research, make a list showing places where we can expect Negroes to get elected and make a list of candidates who have run and/or will run for school board positions.

   B. Write a summary report on Negro participation in the political process of each state.
      1. Other Negro candidates elected.
      2. When, where, how , why and who of the future can we expect in terms of Negro politics in each state

   C. Find out what materials are distributed to school board members by state agencies, school board associations, and educational associations. Read and evaluate materials and send copies of each to the office. Maybe we will use the pamphlets, booklets or statements at the Seminar.

III. Questionnaire

For every Negro elected school board member and every past, present or future Negro school board candidate you meet, please fill out the enclosed questionnaire and send each one to the office for processing and evaluation as soon as you complete the form. Persons who indicate genuine interest and who seek more knowledge and skills, will be selected to take part in the school board seminar.

Special Note: To help you reach as many potential participants as possible, I am enclosing a list of elected school board candidates and a list of counties where Negro candidates may run and possibly win public office.

Special Note (cont'd.)

There are, no doubt, short cuts to finding out the Negro school board members who have been elected or which Negro candidates will run for public office in the near future. Please use them. However, I must state that we need, within ten days of receipt of this memorandum, about 50 questionnaires filled out and returned to the office.

Ronnie M. Moore

RMM:at
Enc.
Attachment

PLEASE GIVE SEDFRE BROCHURES TO EVERYONE YOU CONTACT!

To: James T. McCain and Spiver Gordon May 9, 1967

From: Ronnie Moore

Please call me after you have worked about two or three days on interviews with potential trainee applicants.

RMM:at

May 10, 1966

Mr. Alexander H. Sands, Jr., President
Southern Education Foundation, Inc.
811 Cypress Street, N.E.
Atlanta 8, Georgia

Dear Mr. Sands:

As legal barriers to equality crumble, psychic, economic and skill barriers persist. The need for training to overcome these barriers is one of the major concerns of SEDF.

The Eleanor Roosevelt Scholarship Program of SEDF provides funds for the higher education of students, Negro and white, who have shown outstanding leadership in the field of civil rights, and whose need for assistance stems from their commitment to full equality. The leadership that these students have shown indicates that, in spite of average or below average grades, they are excellent prospects. We believe that our very low drop-out rate reflects the maturity and direction of these students.

Some of these students have been expelled because of their civil rights activity, and others have lost scholarships. The parents of some have lost their jobs. Many of these students have increased their educational aspirations. Some are now in graduate schools, others have transferred to better and more expensive colleges. None of the students could have attended college now without our assistance.

Scholarships have been granted to students to attend colleges in every section of the country, including a number who are among the first to attend previously segregated institutions. We believe that these students will benefit the institutions as well as themselves. Their experiences and their sense of purpose will have an impact upon fellow students and faculty, and ultimately the colleges. A list of the current students, their home towns, and their schools is attached.

This semester, 61 students receive scholarship grants ranging up to $1,100. The Eleanor Roosevelt scholarship program will cost SEDF $55,000 this year. We have received $39,150 for this program.

- more -

We have received 57 new applications for the Fall semester. The quality of our applicants is increasing with the increase in number. Most of our present recipients will, of course, be applying for renewals.

Members of our Selection Committee are Mrs. Katrina McCormick Barnes, Chairman; Mrs. Elaine Slater; Dr. Murray Hausknecht, Joseph Broadwin, Esq., and Dr. Archie Lacey. Doctor Lacey, associate professor at the Hunter College School of Education, has had considerable teaching experience in Southern colleges. He has been particularly valuable in providing counselling assistance to students and in evaluating transcripts and requests. Dr. Murray Hausknecht is a sociologist at Hunter College, specializing in inter-group relations. Joseph Broadwin is an attorney at Proskauer, Rose, Goetz and Mendelsohn and has been active in the Citizens' Union. He has been invaluable in working with our law students. Katrina McCormick Barnes and Elaine Slater are members of our Board and provide liason with the Board. They are also most helpful in evaluating the leadership potential of the students since they have had experience with participants in the civil rights movement. The criteria used by the committee in selecting applicants are enclosed.

For your information, we enclose a list of the 20 largest contributions received by SEDF in the fiscal year ending August 31, 1965 and a listing of contributions greater than $5,000 since then. Also enclosed is the current SEDF budget.

SEDF is proud to back the determination of these young people of proven leadership ability to upgrade themselves and their potential contribution to society.

We would hope that the Southern Education Foundation, Inc. would make a contribution of $15,000 to the Eleanor Roosevelt Scholarship Program.

Sincerely,

Andrew E. Norman
President

Marvin Rich
Executive Director

MR:hm
Enclosures

June 21, 1967

Louis Stulberg, President
International Ladies Garment Workers Union
1710 Broadway
New York, N.Y.C.

Dear President Stulberg:

I am enclosing a copy of the agenda for our School Board Seminar which meets in mid August. The Seminar is designed to train newly elected Negro members of Southern school boards in the effective handling of their new responsibilities. In many cases, the Board of Education actually disburses more money and is responsible for a larger staff than local government itself. However, we plan similar workshops for city council members and county commissioners later in the fall. I plan to meet with Al Barkan early in July to develop a program on voter registration and campaign seminars.

You indicated in several of our meetings that once the I.L.G.W.U. had made its own generous contribution to SEDFRE's work, that you would help us with the United Steel Workers and with other elements of the labor movement. As you know, the summer is always a very difficult time for us and I would appreciate any efforts you can make now.

Thanks once again.

Cordially,

Marvin Rich
Executive Director

MR:jt
Enclosure as stated

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

OFFICE OF THE SECRETARY

RECEIVED
JUN 27 1967

June 26, 1967

Dear Mr. Moore:

Thank you for the draft agenda for your School Board Seminar. I can react very positively to your proposed agenda and format. You have done an excellent job in keeping it within the framework of our previous discussions.

As to your requests, under separate cover I am sending you samples of publications which may be supplied in quantity for the seminar. You can decide which of these preferred, and they will be packaged and sent to you. A brief descriptive list of films will also be mailed which could be loaned to the seminar. If you are interested in having them previewed, I will arrange a private showing here in the Department at a mutually convenient time.

The following actions have been taken concerning the matter of speeches and resource persons:

1. Requested Commissioner Howe or his designee to speak at one of the sessions. The final decision will be made shortly.
2. Secured the following specialists to serve as resource persons:
    a. Dr. Regina Goff, Assistant Commissioner, OE - Human Resource Development;
    b. Dr. Louis J. McGuiness, Assistant Chief, Program Development Branch, OE - Program Planning and Budgeting Systems;
    c. Mrs. Carol Hobson, Educational Statistician, OE - Implications of the Coleman and Racial Isolation Reports;
    d. Dr. Nolen Estes, Associate Commissioner, OE - Current Issues on Public Education.

Also on the Implications Panel, I am inviting Dr. William Cash, Chief Counseling and Guidance Section, OE, to serve as a resource persons. He has long experience in both kinds of school situations. This should meet your needs for governmental resource persons for your panels. If additional kinds of people are needed, please let me know.

Finally, I am making shifts in my schedule so that I can spend almost full-time with you. I will probably call you about the Commissioner's plans.

Sincerely yours,

Brice

Edward W. Brice
Assistant to Assistant Secretary
for Education

Mr. Ronnie M. Moore
Director, Development Scholarship
Fund for Racial Equality
150 Nassau Street
New York, N. Y. 10038

MEMORANDUM

June 26, 1967

TO: Ronnie

FROM: Marvin

Carl Holman of the U.S. Commission on Civil Rights will not be able to attend the School Board Seminar. However, Dave Cohen the Research Director of the Commission will.

—

file copy

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.
150 NASSAU STREET
NEW YORK, N.Y. 10038
TELEPHONE 964-8210

July 28, 1967

Mr. Charles E. Merrill, Jr.
c/o Commonwealth School
151 Commonwealth Avenue
Boston, Massachusetts

Dear Mr. Merrill:

As an important supporter of SEDFRE you know that we have been training Negro citizens to participate more fully in the political process. It is our operating principle that participation is important for the nation, as well as for the local communities involved.

We realize that political skill is the product of broad education and experience. SEDFRE cannot supply experience to compensate for decades of disenfranchisement. However, we have been providing education and training to speed the integration of the Negro into the political mainstream in a positive and responsible manner. Opportunities for minority group members to assume leadership positions are growing and community leaders are asking us for training programs.

We have already conducted workshops in the methods of campaigning at regional, state and county levels. We have assembled top-notch faculty, including members of the union movement, representatives of civic organizations and successful and unsuccessful candidates. They have been chosen for their skill at communicating as well as for their knowledge of the specific subjects.

A number of the candidates who have been elected to office have asked SEDFRE to provide assistance to them in assuming the duties and responsibilities of their office. School board members from several states have asked us for help. Therefore, we plan a School Board Seminar in Washington, D.C. for newly elected Negro members of southern school boards beginning August 17.

This seminar will concentrate on the relationship between board members and staff, educational programs and policies, sources of information, and sources of financial support for programs particularly relevant to Negro students.

Contributions are deductible for income tax purposes

■ *president;* Andrew E. Norman ■ *vice presidents;* William S. Ellis, Nannette Sachs ■ *secretary;* Ezra Levin ■ *treasurer;* Shelley Appleton ■ *executive director;* Marvin Rich ■ *leadership development director;* Ronnie M. Moore ■ *legal director;* Carl Rachlin ■ *BOARD OF DIRECTORS;* Nils R. Douglas, *chairman* ■ John P. Allison ■ Robert Ausnit ■ James Baldwin ■ Katrina McCormick Barnes ■ Canon James P. Breeden ■ Dr. Kenneth B. Clark ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S. J. ■ John Henry Faulk ■ Michael O. Finkelstein ■ Doris Freedman ■ Dr. Edward L. Gibson ■ James T. Harris ■ Claude Heckscher ■ Norman Hill ■ Clarence B. Jones ■ Dr. Archie Lacey ■ Joann List Levinson ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Richard J. Schwartz ■ Elaine Slater ■ Norman Thomas ■ Rowland Watts ■ Pearl L. Willen

490

We believe that the School Board Seminar will:

1) Improve educational opportunities available in Negro communities by making Negro school board members more aware of educational developments of special importance to them.
2) Encourage Negro school board candidates in other communities, and
3) Encourage Negro candidates in other fields.

Dr. Aaron Brown of the New York City Board of Education and Mary Weaver, Program Analysis Officer of the Department of Health, Education and Welfare, have assisted us in planning this workshop. We have the support and active cooperation of the United States Office of Education.

The response from school board members is enthusiastic. We expect fifty participants from Arkansas, Texas, Louisiana, Georgia, Mississippi, Tennessee, South Carolina and Virginia. The cost, including planning, travel, room and board and expenses of resource people and follow-through will be approximately $15,000.

The J. M. Kaplan Fund has contributed $5,000 to the cost of this Seminar. We must raise the balance within two weeks.

Mr. Merrill, your contribution is vital.

Sincerely,

Marvin Rich
Executive Director

MR:jt

APOLLO THEATRE
253 WEST 125TH STREET
NEW YORK, N. Y. 10027
TELEPHONE: 749-1802

July 31, 1967

Mr. Marvin Rich
SEDF
150 Nassau Street
New York, New York 10038

Dear Mr. Rich:

I am enclosing a modest contribution towards your very important work.

I wish I could be more liberal but unfortunately, there are so many worthy causes clamoring for support.

Cordially yours,

Frank Schiffman

Frank Schiffman

FS:aa
Enc.

SBS

kcd 8/2/67

Mrs. Roger S. Clapp
100 Memorial Dr.-Apt. 11-4A
Cambridge, Mass. 02142

We believe that the School Board Seminar will:

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2) Encourage Negro school board candidates in other communities, and
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The J. M. Kaplan Fund has contributed $5,000 to the cost of this Seminar. We must raise the balance within two weeks.

Mrs. Clapp, your contribution is vital.

Sincerely,

Marvin Rich

Marvin Rich
Executive Director

MR:jt

SBS

This is a fine project. Enclosed find $100.00. Please understand, however, that our substantial gifts will go definitely to those groups working to advance the "poor" & ignorant of all Colors. Humanity (the entire world) must move along together. We think that "black power" emphasis is tragic & will lead to nothing but trouble. I am 70 yrs old & have been working for people who need help (time energy & money) since a freshman in High School in an Illinois Mississippi River town.

July 31, 1967

Winifred D. Clapp (Mrs. R.S.)

Norman Thomas
112 EAST 19th STREET
NEW YORK, N. Y. 10003

RECEIVED
AUG 7 1967
SEDF

August 3, 1967

Mr. Marvin Rich, Executive Director
SEDFRE
150 Nassau Street
New York, N. Y. 10038

Dear Marvin:

I am very much in favor of that conference of Negro school board members which you want to finance, and I will shortly send a small check.

I don't need to tell you that publicity about that gift from the Kaplan Fund could be used by our potent critics as evidence that we are being manipulated by the government, and specifically by the C.I.A. It would be false of course. I am sure that the Fund from which you got the money is no longer a conduit for the C.I.A. but....

As ever, yours,

Norman

Norman Thomas

NT:ts

500

D·E

August 3,1967

Dear Mr. Rich,

I am enclosing a check toward the School Board Seminar. I think it is a great idea and wish it every success.

Good wishes,

Sincerely,

Devorah Sherman

Devorah Sherman

Mrs. Saul Sherman

Mrs. Howard S. Wilson

Box 686, Rancho Santa Fe, California 92067

Contribution for SEDFRE Seminar.

100

Mrs. Howard S. Wilson

August 3, 1967

August 3, 1967

Mr. Frank Schiffman
Apollo Theatre
253 West 125th Street
New York, N.Y. 10027

Dear Mr. Schiffman:

Thanks so much for your recent contribution to the School Board Seminar. I understand the many calls on your generosity. We are most grateful and I do hope the School Board Seminar will be a useful and productive project.

I will send you a report on its completion.

Cordially,

Marvin Rich
Executive Director

August 3, 1967

Mrs. Roger S. Clapp
100 Memorial Drive
Cambridge, Mass. 02142
Apt. 11-4A

Dear Mrs. Clapp:

I want to express my very deep appreciation to you for your note and the $100 contribution to the School Board Seminar. We do feel a committment to serving the poor of all colors and classes.

We have done extensive work in providing leadership training for poverty and welfare organizations throughout the country. We have also been involved in a special pilot project in Newark so that those on welfare will know their legal rights under existing law.

I am sending to you a blueprint of the Welfare Manual which we are preparing for the Newark area. The printed copies will not be available until next week. However, I did think you would be interested in seeing one specific example of our activities which cut across the color line.

Also, while our scholarships go to those who have shown leadership in civil rights, not all of them are Negro. A significant number go to white students whose need results from their active involvement in the struggle for a better America for all of us.

Once again, our very real thanks.

Sincerely,

Marvin Rich
Executive Secretary

P.S. I'm from St. Louis.

August 4, 1967

Mrs. Roger S. Clapp
100 Memorial Drive
Cambridge, Mass 02142
Apt. 11-4A

Dear Mrs. Clapp:

Enclosed, please find the Welfare Manual blueprint which was inadvertently excluded from Mr. Rich's letter of August 3, 1967.

My apologies for this inconvenience.

Sincerely yours,

Jacqueline Turner
Executive Secretary
to

Marvin Rich

Enclosure as stated

JOHN H. WHEELER, PRESIDENT
JOSEPHINE WILKINS, VICE-PRESIDENT
RUFUS E. CLEMENT, VICE-PRESIDENT
PAUL R. CHRISTOPHER, VICE-PRESIDENT
THOMAS W. YOUNG, VICE-PRESIDENT
RAYMOND M. WHEELER, CHAIRMAN, EXECUTIVE COMMITTEE
JOSEPH HAAS, COUNSEL
PAUL ANTHONY, EXECUTIVE DIRECTOR

Southern R Inc.
5 FORSYTH STREET, N. W. A 30303

A Council to attain the ideals and practices of equal opportunity for all peoples in the South

August 7, 1967

Mr. Marvin Rich
Executive Director
Scholarship, Education and
Defense Fund for Racial Equality
150 Nassau Street
New York, New York 10038

Dear Mr. Rich:

The Voter Education Project has carefully considered the request of the Scholarship, Education and Defense Fund for Racial Equality, Inc. to conduct a Leadership Training Workshop for school board members in Washington, D. C., August 17 - 20. We are pleased to inform you that we have approved partial funding of your program in the amount of $2,000.00.

Our check in the amount of $2,000.00 is enclosed. Please sign and return the enclosed receipt carbon immediately.

These funds may not be used to support partisan politics in any manner whatsoever, nor to influence legislation of any kind, nor in behalf of or against any political candidate. You should urge and welcome non-partisan support for your workshop.

Our Research Director, Marvin Wall, will write you regarding further special reporting requirements. If you have any questions, please let us hear from you.

Sincerely,

Vernon E. Jordan, Jr.

Vernon E. Jordan, Jr.
Director
Voter Education Project

VEJ:mlj
Enclosure: Ck. $2,000.00

SFE
SINCE 1867

SOUTHERN EDUCATION FOUNDATION
811 CYPRESS STREET, N. E., ATLANTA, GEORGIA 30308 / 875-0279

EXECUTIVE DIRECTOR

August 8, 1966

Mr. Andrew E. Norman, President
Mr. Marvin Rich, Executive Director
Scholarship Education and Defense
Fund for Racial Equality
150 Nassau Street
New York, New York 10038

Dear Messrs Norman and Rich:

Thank you so much for your letter of May 10 addressed to Mr. Alexander H. Sands describing the Eleanor Roosevelt Scholarship Program of SEDF. This is a program that is very deserving of support.

We are, however, unable to contribute to this worthwhile cause since the Southern Education Foundation is dedicated to the improvement and expansion of Negro education in the 13 Southern states.

Sincerely,

John A. Griffin

John A. Griffin

JAG:jj

August 9, 1967

Walter David
Education Director
AFL-CIO
815 16th Street, N.W.
Washington, D.C.

Dear Walter:

I am enclosing the agenda for a seminar we are sponsoring at Airlie House August 17-20, 1967. We will have approximately 35 newly elected southern school board members present. In many cases these are the first elected Negro office holders from their areas and their success will do much to encourage other candidates too.

I hope that you will be able to attend some portion of this Workshop. It would be useful for these people to meet a representative of the AFL-CIO's educational unit and I believe it would be useful for you as well.

Please come anytime during the conference and we will find a way to work you in. Let me know if it will be possible.

Sincerely,

cc: Ronnie Moore

Marvin Rich
Executive Director

Enclosure as stated

August 10, 1967

Abe Raskin
Editorial Department
New YorkTTimes
223 West 43rd Street
New York, N.Y.C.

Dear Abe:

As I indicated on the phone today, we plan a School Board Seminar in Airlie House for newly elected Negro members of southern school boards August 17-20. This Seminar was requested by a number of school board members from southern schools whom we had helped in developing campaign skills.

This Seminar will concentrate on the relationship between board members and staff, educational programs and policies, sources of information, and sources of financial support for programs particularly relevant to Negro students.

We believe that the School Board Seminar will:

1. Improve educational opportunities available in Negro communities by making Negro school board members more aware of educational developments of special importance to them.
2. Encourage Negro school board candidates in other communities, and
3. Encourage Negro candidates in other fields.

Dr. Aaron Brown of the New York City Board of Education and Dr. Edward Brice, Confidential Assistant to the Secretary of Education, Department of Health, Education and Welfare, have assisted us in planning this workshop. We have the support and active cooperation of the United States Office of Education.

The response from school board members is enthusiastic. We expect 30 participants from Arkansas, Texas, Louisiana, Georgia, Mississippi, Tennessee, South Carolina and Virginia.

We realize that political skill is the product of broad education and experience. SEDFRE cannot supply experience to compensate for decades of disenfranchisement. However, we have been providing education and training to speed the integration of the Negro into the political mainstream in a positive and responsible manner. Opportunities for minority group members to assume leadership positions are growing and community leaders are asking us for training programs.

We have already conducted workshops in the methods of campaigning at regional, state and county levels. We have assembled top-notch faculty, including members of the union movement, representatives of civic organizations and successful and unsuccessful candidates. They have been chosen for their skill at communicating as well as for their knowledge of the specific subjects.

Enclosed you will find an agenda for the School Board Seminar and a pamphlet prepared by SEDFRE "Polital Strength - How [illegible] Get It."

I do appreciate your interest and concern.

Cordially,

Marvin Rich
Executive Director

Enclosures as stated

MEMORANDUM

August 11, 1967

TO: Ronnie Moore

FROM: Marvin Rich

SUBJECT: School Board Seminar

It is terribly important that we have at least 25 school board members at the Seminar. There is a possibility that additional board members may be obtained among the people newly elected in Mississippi. Contact Horace Sheffield, Citizens Department, United Auto Workers Union, 8000 E. Jefferson Avenue, Detroit, Michigan with regard to this proposal.

Also, I would like to know what your staffing arrangements for the workshops are.

The Citizenship Education prospectus does not include northern components. In other words, no provision is made for work in the north.

August 11, 1967

Mr. Vernon E. Jordan, Jr., Director
Voter Education Project
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Mr. Jordan:

I want to thank you and the Voter Education Project for your most generous funding of the School Board Seminar in the amount of $2000. The stipulations indicated byyou for use of these funds will be most certainly adhered to in every way. We will await word from Mr. Marvin Wall with regard to special reporting requirements.

We are most appreciative of your response to our appeal, and for your continued support and understanding.

Cordially,

Marvin Rich
Executive Director

Enclosure: (1)
receipt for check received

bcc: Moore/Teper

August 11, 1967

Mrs. Jennie L. Holdenstein
20 Sutton Place South
New York, N.Y. 10022

Dear Mrs. Holdenstein:

I want to thank you for your recent gift of $250 to the School Board Seminar to be conducted by SEDFRE very shortly. We are most appreciative of your generous response to our appeal, and for your understanding and support.

Once the Seminar has been completed, we will send you a copy of our evaluation of the Seminar as soon as it is prepared.

Thanks once again.

Sincerely yours,

Marvin Rich
Executive Director

August 11, 1967

Mr. Howard S. Wilson
Box 686
Rancho Sante Fe, California 92067

Dear Mr. Wilson

I want to thank you for your recent gift of $100 to the School Board Seminar to be conducted by SEDFRE very shortly. We are most appreciative of your generous response to our appeal, and for your understanding and support.

Once the Seminar has been completed, we will send you a copy of our evaluation of it as soon as the report is prepared.

Thanks once again.

Sincerely yours,

Marvin Rich
Executive Director

bcc: Moore/Teper

August 11, 1967

Mr. Henry Morganthau, III
97 Lakeview Avenue
Cambridge, Massachusetts 02138

Dear Mr. Morganthau:

I want to thank you for your most generous gift of $500 to the School Board Seminar to be conducted very shortly by SEDFRE. We are most appreciative of your response to our appeal, and for your continued understanding and support.

Once the Seminar has been completed, we will send you a copy of our evaluation of it as soon as the report is prepared.

Thanks once again.

Sincerely yours,

Marvin Rich
Executive Director

BCC: Moore/Teper

August 11, 1967

Saul and Devorah Sherman Fund
1255 Westmoor Road
Winnetka, Illinois 60093

I want to thank you for your most generous gift of $500 to the School Board Seminar to be conducted by SEDFRE very shortly. We are most appreciative of your response to our appeal, and for your understanding and support.

Once the Seminar has been completed, we will send you a copy of our evaluation of it as soon as the report is prepared.

Thanks once again.

Sincerely yours,

Marvin Rich
Executive Director

bcc: Moore/Teper

COPE

AMERICAN FEDERATION OF LABOR & CONGRESS OF INDUSTRIAL ORGANIZATIONS
AFL CIO

Committee on Political Education

GEORGE MEANY chairman WM. F. SCHNITZLER secretary-treasurer ALEXANDER E. BARKAN national director

FROM THE OFFICE OF
EARL W. DAVIS
FIELD DIRECTOR
419 WEST CLAY STREET
RICHMOND, VIRGINIA 23220
PHONE: 648-6789

RECEIVED
AUG 14 1967
SEDF

815 16st N.W
Wash 6 DC

August 11, 1967

Mr. Marvin Rich, Executive Director
Scholarship, Education and Defense Fund
for Racial Equality, Inc.
150 Nassau Street
New York, New York 10038

Dear Marv:

In reply to your letter of August 9th, I regret to say that my schedule will not permit me to attend. I recognize the importance of the workshop, and may be working with some of these individuals in the near future. For this and other reasons, I tried to juggle my schedule so that I could attend at least one day, but even this could not be worked out. At any rate, thanks for the invitation.

Sincerely and fraternally,

Earl

Earl W. Davis

EWD/sd
opeiu #2
afl-cio

SFE
SINCE 1867

SOUTHERN EDUCATION FOUNDATION
ATLANTA, GEORGIA

WASHINGTON OFFICE:
1501 EIGHTEENTH ST., N.W.
WASHINGTON, D.C. 20036

RECEIVED
AUG 17 1967
SEDF

August 15, 1967

Mr. Marvin Rich
Scholarship Education and
Defense Fund for Racial Equality
150 Nassau Street, Room 1030
New York, New York 10038

Dear Mr. Rich,

I am interested in the School Board Seminar you will conduct at Airlie House this week.

Would you be good enough to send a copy of the program, of any background material you prepared for participants, and any eventual evaluation you do of this session?

Sincerely yours,

Virginia Frank
(Mrs.) Virginia Frank
Washington Representative

VF:dc

Xerox copy: Ronnie Moore

SEDFRE RMM - August 16, 1967

TO: STAFF

FROM: R.M. MOORE

RE: SCHOOL BOARD SEMINAR - Airlie House, August 17-20, 1967

INSTRUCTIONS

Clerical Staff

Mrs. Carol Moore
Mrs. Sadie Gordon
Miss Alice Teper

In charge of registration, housing, arrival schedule, taking notes.

Transportation Committee

Spiver Gordon
Marvin Rich
Jim McCain
Shirley Lacy

Ronnie M. Moore

In charge of housing committee
Keep up with agenda
Small group conference facilities
Display table
Tape recording equipment
Approval of all expenditures
Greeting participants
Evaluation of workshop

The New York Times
Times Square

RECEIVED
AUG 18 1967
SEDF

August 16, 1967

Dear Mr. Rich:

On behalf of Mr. Raskin I wish to acknowledge with thanks your letter of August 10 and the material you enclosed on the School Board Seminar. I know Mr. Raskin appreciates having this information on hand.

Sincerely yours,

Marie Daly

Secretary to
Mr. A. H. Raskin

Mr. Marvin Rich
Executive Director
Scholarship, Education
and Defense Fund
for Racial Equality
150 Nassau Street
New York, New York 10038

August 21, 1967

Mrs. Charles E. White
2209 Southmore Boulevard
Houston, Texas 77004

Dear Mrs. White:

Somehow you left before I could thank you for the very great contributions you made to the School Board Seminar. It was not only the prepared statement which was excellent. It was also your insightful comments during the entire session.

I think you contributed a good deal to the increased knowledge of these school board members and indirectly to the education of the thousands of children in their care. I am most grateful.

I do hope that we will be able to work together from time to time on other important projects.

Sincerely yours,

Marvin Rich
Executive Director

August 21,1967

Dr. Aaron Brown
Professor of Education
Long Island University
Brooklyn, New York

Dear Dr. Brown:

Somehow you left before I could thank you for the very great contributions you made to the School Board Seminar. It was not only the prepared statement which was excellent. It was also your insightful comments during the entire session.

I think you contributed a good deal to the increased knowledge of these school board members and indirectly to the education of the thousands of children in their care. I am most grateful.

I do hope that we will be able to work together from time to time on other important projects.

Sincerely yours,

Marvin Rich
Executive Director

August 21, 1967

Mrs. Carol Hobson
Educational Statistician, OE
U.S. Department of Health,
 Education and Welfare
Washington, D.C.

Dear Carol:

You were great! Somehow you left before I could thank you for the very great contributions you made to the School Board Seminar. It was not only the prepared statement which was excellent. It was also your insightful comments during the entire session.

I think you contributed a good deal to the increased knowledge of these school board members and indirectly to the education of the thousands of children in their care.

I am most grateful. My regards to Julius.

Sincerely yours,

Marvin Rich
Executive Director

August 21, 1967

Wesley S. Williams, Esq.
620 Fifth Street, N.W.
Washington, D.C. 20001

Dear Wes:

Somehow you left before I could thank you for the very great contributions you made to the School Board Seminar. It was not only the prepared statement which was excellent. It was also your insightful comments during the entire session.

I think you contributed a good deal to the increased knowledge of these school board members and indirectly to the education of the thousands of children in their care. I am most grateful.

I do hope that we will be able to work together from time to time on other important projects.

Sincerely yours,

Marvin Rich
Executive Director

August 21, 1967

Miss Harriet Ziskin
Assistant Director of Research
U.S. Commission on Civil Rights
Washington, D.C.

Dear Harriet:

Somehow you left before I could thank you for the very great contributions you made to the School Board Seminar. It was not only the prepared statement which was excellent. It was also your insightful comments during the entire session.

I think you contributed a good deal to the increased knowledge of these school board members and indirectly to the education of the thousands of children in their care. I am most grateful.

Sincerely yours,

Marvin Rich
Executive Director

August 21, 1967

Mr. Claude Sitton
National Editor
New York Times
229 West 43rd Street
New York, N.Y.C.

Dear Claude:

You really came through in a pinch. Mr. Handler's articles were perceptive and useful.

Thanks loads!

Cordially,

Marvin Rich
Executive Director

August 21, 1967

Mr. M. S. Handler
New York Times
229 West 43rd Street
New York, N.Y.C.

Dear Mr. Handler:

I think the articles were top-notch. Obviously I am prejudiced, but I think they were perceptive, clear and direct.

Thanks for giving up Portland for Airlie House.

Sincerely yours,

Marvin Rich
Executive Director

1877
2749
[illegible]
1126

August 21, 1967

Mr. John M. Brewer, Director
Compensatory Education
Pittsburgh Board of Education
Pittsburgh, Pennsylvania

Dear Mr. Brewer:

Somehow you left before I could thank you for the very great contributions you made to the School Board Seminar. It was not only the prepared statement which was excellent. It was also your insightful comments during the entire session.

I think you contributed a good deal to the increased knowledge of these school board members and indirectly to the education of the thousands of children in their care. I am most grateful.

Sincerely yours,

Marvin Rich
Executive Director

August 22, 1967

Mrs. Jane Tresville
4335 Andover Terrace
Pittsburgh, Pennsylvania 15213

Dear Mrs. Tresville:

I want to thank you for the contribution you made to the School Board Seminar. Your comments during the Seminar and in the discussion periods were most useful.

You helped to make this conference a success and to enhance the education of thousands of children in the south.

We are most grateful.

Sincerely yours,

Marvin Rich
Executive Director

bcc: Moore

August 22, 1967

Dr. Edward M. Brice, Assistant
to Assistant Secretary for Education
U.S. Department of Health, Education
and Welfare
Washington, D.C.

Dear Dr. Brice:

Somehow I left before I could thank you for your many contributions to the School Board Seminar. Without your help in planning it, the Seminar could not possibly have been so useful and productive. Your comments and your response to the questions of the new school board members were insightful and useful.

I think you contributed a good deal to the increased knowledge of the members and indirectly to the education of tens of thousands of children in their care.

All of us at SEDFRE are most grateful to you and to the Department.

Sincerely yours,

Marvin Rich
Executive Director

bcc; Moore

August 22, 1967

Mr. William W. Harleaux
1818 Haase Street
Plaquemine, Louisiana

Dear Bill:

Somehow you left before I could thank you for the very great contributions you made to the School Board Seminar. It was not only the prepared statement which was excellent. It was also your insightful comments during the entire session.

I think you contributed a good deal to the increased knowledge of these school board members and indirectly to the education of the thousands of children in their care. I am most grateful.

Sincerely yours,

Marvin Rich
Executive Director

The marc corporation
METROPOLITAN APPLIED RESEARCH CENTER, Inc.
330 WEST 58th STREET • SUITE 16-F • NEW YORK, N. Y. 10019 • TELEPHONE 765-9880

RECEIVED

AUG 25 1967

SEDF

August 23, 1967

Mr. Marvin Rich
Executive Director
Scholarship, Education and
Defense Fund for Racial
Equality
150 Nassau Street
New York, N.Y. 10038

Dear Mr. Rich:

In the interest of our research we would like very much to receive copies of the proceedings of proceedings of the seminar sponsored by your organization at Warrenton, Virginia this month.

In addition, would you please put us on your Mailing List to receive forthcoming announcements.

Thank you for your early attention.

Very truly yours,
MARC

Betty Lanier

Betty Lanier
Librarian

BL/ml

cc. Ronnie Moore

October 20, 1967

G. J. Lafountaine
Airlie House
Warrenton, Virginia 22186

Dear Mr. Lafountaine:

Enclosed is a SEDFRE check for $1000 in partial payment of our account. I am sorry that payment has been delayed so long, but we have had major scholarship requirements in the past month. I hope that we will be able to clear up the balance in November.

Thanks so much for your patience and understanding.

Sincerely yours,

Marvin Rich
Executive Director

Enclosure: (1)
check #1761
cc: Ronnie Moore

AIRLIE FOUNDATION
WARRENTON, VIRGINIA
22186

October 24, 1967

AIRLIE HOUSE

RECEIVED

OCT 26 1967

SEDFR

Mr. Marvin Rich
Executive Director
SEDFRE
150 Nassau Street
New York, New York 10038

Dear Mr. Rich:

Your letter of October 20 has been referred to me by our Comptroller, Mr. LaFontaine, noting that only a partial payment was made for the services rendered to your August conference.

Since Airlie Foundation is a non-profit organization, the Conference Center is more non-profit than we would like it to be. Therefore, our income and expenses pretty well balance themselves each month, and therefore we have carried the $3150 expenditure for your conference for over two months. I am sure you appreciate that our suppliers and particularly our employees are anxious that we carry our accounts promptly.

We appreciate that you have made major scholarship payments during the past month and do hope you will find it possible to clear your account with us as soon as your finances permit.

With kind regards,

Sincerely,

Richard A Middleton

Richard A. Middleton
Administrator

RAM:v

S E D F R E

INTER-OFFICE MEMORANDUM

To: Ronnie Moore November 7, 1967

From: Alice Teper

Attached is the financial report of expenditures by SEDFRE for the School Board Seminar.

Salaries of staff members are not included.

at
Attachment

cc: M. Rich ✓

SEDFRE November 7, 1967

FINANCIAL REPORT

SCHOOL BOARD SEMINAR
August 17-20, 1967

Airlie House (room, board and use of conference center facilities)	$3,150.53
Recruitment (travel expense)	1,415.00
Student Travel	2,490.31
Faculty Travel	1,005.82
Materials	240.17
Multilith Work	90.00
Audio-Visual Equipment	64.41
Photography	50.00
Miscellaneous	4.60
	$8,510.84

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1000
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6
42900
1

December 7, 1967

Mr. G. J. Lafontaine
Controller
Airlie Foundation
Warrenton, Virginia 22186

Dear Mr. Lafontaine:

Enclosed is a check for $1,000 to apply against our account; this leaves a balance of $1,150.53.

We sincerely regret that we are unable to pay the balance in full at this time, but will make every effort to send it to you as soon as possible. We deeply appreciate your understanding and patience in this matter.

Sincerely,

Marvin Rich
Executive Director

MR:at
Enc. - Ck. #1809

COPY

January 12, 1968

Mr. G. J. Lafontaine
Controller
Airlie Foundation
Warrenton, Virginia 22186

Dear Mr. Lafontaine:

I am enclosing a check for $1,150.53, the balance due on our account.

Once again, I want to thank you so much for your patience in this matter. It has been a difficult year financially, but despite this we have been carrying out our programs and our commitments to organizations and groups who look to us for help.

People are still talking about the excellent seminar we held at Airlie House and about wonderful Airlie House as well.

Sincerely,

Marvin Rich
Executive Director

MR:at
Enc. - Ck #1857

bcc: R. Moore

SCHOOL BOARD SEMINAR

DATE - AUG 17-20, 1967

PLACE - ARLIE HOUSE
WARRENTON, VA.

Scholarship Education and Defense
Fund for Racial Equality, Inc.
150 Nassau Street, Room 1030
New York, New York 10038

INTRODUCTION

This memorandum is designed to give new school board members an introduction to the powers granted to local school boards under state statutes. To obtain a more thorough understanding of the responsibilities of school members, the reader should refer to the Education Law of his state's statutes, recent court cases interpreting these statutes, regulations for the operation of school boards established by the State Board of Education, and past correspondence between the local school board and the State Board of Education.

Not all of the statutes contained in this pamphlet are valid, for example, S 61 (8) of the Alabama Code, and S 80-508 (c) of the Arkansas Code violate the fourteenth ammendment of the United States Constitution, according to the Supreme Court in Brown v. Board of Education. Other statutes, while not violating the constitution directly, require careful application in order to be used in a Constitutional manner. For example, Alabama Statute S 61 (4) lists factors to consider in placing pupils. While race is not listed as a factor the statute does list "the threat of friction or disorder among pupils or others." Local board members must guard against using such statutes to justify segregation in school placement.

ALABAMA

Plans and duties of Local (County) School Boards.

S 86. Teachers appointed by county board.--The county board of education shall appoint, upon the written recommendation of the countysuperintendent, all principals, teachers, clerical and professional assistants authorized by the board. The county board may suspend or dismiss for immorality, misconduct in office, insubordination, or incompetency or wilful neglect of duty, or whenever, in the opinion of the board, the best interests of the school require it, superintendent, principals, teachers, or any other employees or appointees of the board, subject to the provisions of chapter 13 of this title. (1927 School Code, S 117.)

S 87. Courses of study.--The county board of education shall prescribe, on the written recommendation of the county superintendent of education, courses of study for the schools under its jurisdiction, and a printed copy of these courses of study shall be supplied to every teacher and to every interested citizen of the county, subject to the provisions of this title. (1927 School Code, S 118.)

S 88. Schools graded and standardized.--The county board of education shall, upon the written recommendation of the county superintendent of education, grade and standardize all the schools un under its jurisdiction, subject to the provisions of this title. (1927 School Code, S 119.)

S 89. Uniform opening date of schools.--The county board of education in order to expedite the payment of teachers' salaries and to make possible efficient supervision, shall fix a uniform date each year for the opening of all schools in the county under its jurisdiction, and all schools as far as in the opinion of the county board of education may be practicable, shall open on said date. If for any reason the board shall permit any schools to open at later date, the reports and records of such schools shall be made so as to conform to the scholastic months, counting from the uniform date hereinabove mentioned. (1927 School Code, S 120.)

S 90. Quadrennial school census.--The county board of education, subject to the rules and regulations of the state board of education, shall cause to be taken, under the direction of the county superintendent of education, a quadrennial school census of the children in the county between the ages of six and twenty-one, inclusive. The next sxhool census shall be taken in July 19 1946, and thereafter every four years, and the county superintendent of education, upon the direction at any time of the state superintendent of education, shall cause the whole or any part of any school census in his [jurisdiction to be taken.]

S 81. State line schools.--When a county board of education desires to provide for the joint maintenance of a public school by a county in this state and an adjoining county in another state, said board shall ascertain what agreement with the authority having power to bind the county in the other state may be secured for such joint maintenance, and if the county board deem the conditions of the agreement mutually advantageous, it shall certify the same, together with all the facts, to the state superintendent of education. The state superintendent of education shall investigate and if he deems the proposed arrangement advantageous shall approve the same. Such approval shall authorize the joint maintenance of such state-line schools. (1927 School Code, S 106.)

S 82. Consolidation of school systems under county board of education.--Whenever a county board of education and the city board or boards of education in the county shall deem it advisable to consolidate the administration of their respective systems under the county board of education and shall reach an agreement to that effect through resolutions adopted by and recorded in the minutes of each board, which agreement shall provide for the payment of their respective indebtedness, said consolidation shall be made to become effective at the time designated in the resolutions providing for such consolidation; provided, that, if within thirty days after the adoption of said resolutions, twenty-five percent of the qualified electors of the territory covered by either of the school systems concerned shall submit a protest in writing, the consolidation procedure shall be as follows: 1. Request for referendum.--The boards concerned shall adopt resolutions asking for a referendum on the proposed consolidation; whereupon the chairman of each board shall certify to the judge of probate a copy of the agreement and of the resolution adopted by his board. 2. Order of election.--Upon receipt by the judge of probate of certified copies of the agreement and resolutions, adopted as provided herein, he shall forthwith present them to the court of county commissioners or other governing body, which shall order elections to be held simultaneously in the territories concerned and at the time requested by said boards, to determine whether or not the school system of the county and the school system or systems of the city or cities shall be administered by the county board of education. 3. Notice of election.--At least thirty days before the elections are held, the sheriff shall give notice of the time and the purpose of the elections by publication in some newspaper in the county, if any is published therein, and, if not, by writing posted at the courthouse and at three other public places in each school system concerned. 4. Appointment, compensation and duties of election officers.--The officers of the elections shall be appointed, the elections shall be held, and the results shall be declared as in regular elections for county or city officers; provided, that the elections may be held at the time of any regular elections and, in that event, the officers of the general election shall serve without extra compensation. If the elections are held at a time other than that fixed for a regular election, the officers shall receive the same pay for a general election. 5. Ballots for election. --The ballots shall have printed at the top a statement of the purpose of the elections and directly underneath, in plain type and on different lines, the words, "For Consolidation", "Against Consolidation". The voter favoring the proposed consolidation will make a cross mark directly to the left of the words "For Consolidation", and the voter not in favor of the proposed consolidation will make a cross mark directly to the left of the words "Against Consolidation". 6. Who may vote; result of election.--All qualified electors residing in the territories concerned shall have the right to vote and, if a majority of the qualified electors voting in the combined territories concerned shall vote in favor of the consolidation, the city board or boards of education shall stand abolished and thereafter the schools of the county and the schools of the city or cities involved shall be administered by the county board of education. The consolidation shall not operate to relieve any board of education, or other governing body, of liability for obligations previously incurred, or to impair rights existing prior to the consolidation. On the contrary, the agreement as to indebtedness shall be binding on both the county board of education and the board or boards of education of the city or cities whose school systems are consolidated; provided that, in the event of a consolidation, the county board of education shall have the right to compel the execution of contractual obligations made to either of the boards prior to the consolidation. (1927 School Code, SS 108-113; 1935, p. 1090.)

S 83. Annexing to city territory embracing schools.--When any part of the territory embracing a school under the supervision and control of the county board of education is annexed to a city having a city board of education by extension of the corporate limits of such city, the county board of education shall retain supervision and control of said school and for school purposes shall retain the same control of the territory and revenues which it exercised prior to such annexation, for the purpose of using and devoting said school to the benefit of all children who were or would be entitled to the use and benefit of the school so long as it was a county school, until an agreement has been made between the county board of education and the city board of education, and the city council or commission or other governing body of the city to which the territory was annexed, with reference to the matter of existing indebtedness and of providing the same or equivalent school facilities for the children in that part of the territory in the school district or districts not annexed or made a part of such city. (1927 School Code, S 114.)

S 84. Arbitration.--If such agreement is not reached within thirty days after the annexation, wherever such annexation occurs in any county having a population of less than 400,000 according to the last or any succeeding federal census, it shall then be mandatory to refer the final disposition of the matter to abritration by a board consisting of three members, one to be selected by the county board of education, one to be selected by the city board of education, and the third member to be selected by these two members. If the two said members are unable to agree upon the third member of the board of arbitration, the state superintendent of education shall appoint the third member. (1927 School Code, S 115;1949, p. 626, appvd. Aug. 23, 1949.)

S 61(13). Local boards of education authorized to close any schools within their jurisdictions.--Each board of education shall discontinue the operation of any school within its jurisdiction, indefinitely or for such term as it may determine, if the board finds, in the manner herein provided, that the continued operation of such school will be accompanied by such tensions, friction or potential disorder or ill will within the school as substantially to impare effective standards or objectives of education of its pupils, or by potential impairment of peace, order and good will in the community, school district, or county involved. (1957, p.723, S 1.)

S 51(14). How determination to close school shall be made.--The determination to discontinue the operation of any public school on any ground provided in section 61(13) shall be made by the board of education having jurisdiction thereof only after public hearings, held at a time and place fixed by the board, which may be invoked by the board at any time upon the vote of a majority of its members, or upon petition filed with the board signed by not less than 100 qualified voters of the school district, or upon petition filed by the parents, or one of them, or guardians of a majority of the pupils enrolled in the school proposed to be discontinued. The board shall give notice of such hearing b publication in a newspaper of general circulation in the district not less than one week in advance of the hearing, and must hold a hearing within thirty days of the receipt of any such petition, but may adjourn the hearing from time to time pending reasonable effort or procedure to relieve the cause for discontinuance. (1957, p.723, S 2.)

S 61 (15). Determination to close or reopen school not subject to review.--A determination to close a public school made in accordance with the procedure hereto prescribed or to reopen the school upon termination of the cause for discontinuance shall be final and not subject to review by any court or other authority. (1957, p. 724, S 3.)

S 61(16). Maintenance, sale or lease of closed school.--The board of education may maintain any school which has been closed as herein provided, in a reserve or standby condition, or it may sell or lease such school, upon such terms and conditions as the board shall determine, provided, that prior consideration shall be given to the sale or lease of such school for private nonprofit educational purposes. (1957, p. 724, S 4.)

S 61(17). Payments for private education of children for whom no public school is available.--If as a result of the closing of a school or schools or otherwise there are children of school age residing within a district for whom no public school is available, who are otherwise qualified for education in public schools, and have not, independently of the ground for discontinuance, elected to attend private schools, the board of education may, in lieu of providing a public school or schools for such children, pay to their parents or guardians, or to a private educational institution designated by the parents or guardians in equal amounts for each such child, such sums from available school or education funds as the board shall determine to be reasonably necessary to enable such children to attend private nondenominational schools selected by their parents or guardians. If any public schools are operated by the board during the term for which any such payments are made, such payments shall not exceed the total amount per pupil allocated or budgeted by the board for the district as a whole for the current term. (1957, p. 724, S 5.)

S 61(18). Payments for private education of children whose enrollment would contribute to condition requiring closing of school.--In the event that any board of education shall determine that a condition is threatened which will or might require the discontinuance of a school as herein provided, the board may in its discretion, by agreement with the parents or guardians of any enrolled pupils or applicants for enrollment whose enrollment would contribute to such a condition requiring discontinuance, provide for payments for such pupils or applicants for the purposes and in the amounts provided in section 61(17) hereof, in lieu of placement of such pupils or applicants in a public school. For the purposes of allocating the minimum program fund, or other state contributions to local boards of education, the daily attendance of pupils attending private nondenominational schools in districts where public schools are not available for the reasons herein stated shall be counted together with the pupils in the public schools of such district. (1957, p. 724, S 6.)

S 61(19). Transfer of teachers and employees of closed school.--In the event that a school is closed as herein provided, the board may transfer the teachers and other employees of the closed school to other schools within the jurisdiction of the employing board of education at the same compensation, upon the same terms and with the same rights and benefits to which they are entitled at the closed school. (1957, p. 725, S 7.)

S 61(1). Legislative findings and recognitions.--The legislature finds and declares that the rapidly increasing demands upon the public economy for the continuance of education as a public function and the efficient maintenance and public support of the public school system require, among other things, consideration of a more flexible and selective procedure for the establishment of units, facilities and cirricula and as to the qualification and assignment of pupils.

The legislature also recognizes the necessity for a procedure for the analysis of the qualifications, motivations, aptitudes and characteristics of the individual pupils for the purpose of the placement, both as a function of efficiency in the educational process and to assure the maintenance of order and good will indispensable to the willingness of its citizens and taxpayers to continue an educational system as a public function, and also as a vital function of the sovereignty and police power of the state. (1955, p. 492, S 1; 1957, p.483, S 1.)

S 61(2). Continuing studies required; general reallocation of pupils considered destructive.--To the ends aforesaid, the state board of education shall make continuing studies as a basis for general reconsideration of the efficiency of the educational system in promoting the progress of pupils in accordance with their capacity and to adapt the curriculum to such capacity and otherwise conform the system of public education to social order and good will. Pending further studies and recommendations by the school authorities the legislature considers that any general or arbitrary reallocation of pupils heretofore entered in the public school system according to any rigid rule of proximity of residence or in accordance solely with request on behalf of the pupil would be disruptive to orderly administration, tend to invite or induce disorganization and impose an excessive burden on the available resources and teaching and administrative personnel of the schools. (1955, p. 493, S 2; 1957, p. 483, S 2.)

S 61(3). Reallocation of pupils prohibited pending further studies and legislation.--Pending further studies and legislation to give effect to the policy declared by this chapter, the respective city and county boards of education, hereinafter referred to as "local boards of education," are not required to make any general reallocation of pupils heretofore entered in the public school system and shall have no authority to make or or administer any general or blanket order to that end from any source whatever, or to give effect to any order which shall purport to or in effect require transfer or initial or subsequent placement of any individual or group in any unit or facility without a finding by the local board or authority designated by it that such transfer or placement is as to each individual pupil consistent with the test of the public and educational policy governing the admission and placement of pupils in the public school system prescribed by this chapter. (1955, p. 493, S 3; 1957, pp. 483, 484, S 3.)

S 61(4). Authority and responsibility of local boards of assignment, transfer and continuance of pupils; factors to be considered.--Subject appeal in the limited respect herein provided, each local board of education shall have full and final authority and responsibility for the assignment, transfer and continuance of all pupils among and within the public schools within its jurisdiction, and may prescribe rules and regulations pertaining to those functions. Subject to review by the board as provided herein, the board may exercise this responsibility directly or may delegate its authority to the superintendent of education or other person or persons employed by the board. In the assignment, transfer or continuance of pupils among and within the schools, or within the classroom and other facilities thereof, the following factors and the effect or results thereof shall be considered, with respect to the individual pupil, as well as other relevant matters: Available room and teaching capacity in the various schools; the availability of transportation facilities; the effect of the admission of new pupils upon established or proposed academic programs; the suitiblity of established curricula for particular pupils; the adequacy of the pupil's academic preparation for admission to a particular school and curriculum; the scholastic aptitude and relative intelligence or mental energy or ability of the pupil; the psychological qualification of the pupil for the type of teaching and association involved; the effect of admission of the pupil upon the academic progress of other students in a particular school of facility thereof; the effect of admission upon prevailing academic standards at a particular school; the possibility or threat of friction or disorder among pupils or others; the possibility of breaches of the peace or ill will or economic retaliation within the community; the home environment of the pupil; the maintenance or severance of established social and psychological relationships with other pupils and with teachers; the choice and interests of the pupil; the request or consent of parents or guardians and the reasons assigned therefor.

Local boards of education may require the assignment of pupils to any or all schools within their jurisdiction on the basis of sex, but assignments of pupils of the same sex among schools reserved for that sex shall be made in the light of the other factors herein set forth. (1955, pp. 493, 494, S 4; 1957, pp. 484, 485, S 4.)

S 61(5). Agreement for admission of students residing in adjoining districts; transfer of funds.--Local boards of education may, by mutual agreement, provide for the admission to any school of pupils residing in adjoining districts whether in the same or different counties, and for transfer of school funds or other payments by one board to another for or on account of such attendance. (1955, p. 494. S 5; 1957, p. 485, S 5.)

S 61(6). Assignment and transfer of teachers.--Subject to the provisions of law governing the tenure of teachers, local boards of education shall have authority to assign and re-assign or transfer all teachers in schools within their jurisdiction. (1955, p. 494, S 6; 1957, p. 485, S 6.)

S 61(7). Objection to assignment of pupils; request for transfer; action by board; hearings; investigations.--A parent or guardian of a pupil may file in writing with the local board objections to the assignment of the pupil to a particular school, or may request by petition in writing assignment or transfer to a designated school or to another school to be designated by the board. Unless a hearing is requested, the board shall act upon the same within the 30 days, stating its conclusion. If a hearing is requested the same shall be held beginning within 30 days from receipt by the board of the objection or petition at a time and place within the school district designated by the board.

The board may itself conduct such hearing or may designate not less than three of its members to conduct the same and may provide that the decision of the members designated or a majority thereof shall be final on behalf of the board. The board of education is authorized to designate one or more of its members or one or more competent examiners to conduct any such hearings, and to take testimony, and to make a report of the hearings to the entire board for its determination. No final order shall be entered in such case until each member of the board of education had personally considered the entire record.

In addition to hearing such evidence relevant to the individual pupil as may be presented on behalf of the petitioner, the board shall be authorized to conduct investigations as to any objection or request, including examination of the pupil or pupils involved, and may employ such a agents and others professional and otherwise, as it may deem necessary for the purpose of such investigations and examinations.

For the purpose of conducting hearings or investigations hereunder, the board shall have the power to issue subpoenas in the name of the state of Alabama to compel the attendance of witnesses and the production of documentary evidence. All such subpoenas shall be served by the sheriff or any deputy shall be entitled to the same fees for serving such subpoenas as are allowed for the service of subpoenas from a circuit court. In the event any person fails or refuses to obey a subpoena issued hereunder, any circuit court of this state within the jurisdiction of which the hearing is held or within the jurisdiction of which said person is found or resides, upon application by the board or its representatives, shall have the power to compel such person to appear before the board and to give testimony or produce evidence as ordered; and any failure to obey such an order of the court may be punished by the court issuing the same as a contempt thereof. Witnesses at hearings conducted under this chapter shall be entitled to the same fees as provided by law for witnesses in the circuit courts, which fees shall be paid as a part of the costs of the proceeding. (1955, pp. 494, S 7; 1957, pp. 485, 486, S 7.)

S 61(8). Child not to be complied to attend school in which races commingled; objection and notice by parent; when child entitled to aid for education.--Any other provisions of law notwithstanding, no child shall be compelled to attend any school in which the races are commingled when a written objection of the parent or guardian has been filed with the board of education. If in connection therewith a requested assignment of transfer is refused by the board, the parent or guardian may notify the board in writing that he is unwilling for the pupil to remain in the school to which assigned, and the assignment and further attendance of the pupil shall thereupon terminate; and such child shall be entitled to such aid for education as may be authorized by law. (1955, p. 495, S 8; 1957, p. 486, S 8.)

S 61(9). When action of board final; appeals.--The findings of fact and action of the board shall be final except that in the event that the pupil of the parent or guardian, if any, of any minor or, if none, of the custodian of any such minor shall, as next friend, file exception before such board to the final action of the board as constituting a denial of any right of such minor guaranteed under the Constitution of the United States, or any right under the laws of Alabama, and the board shall not, within fifteen days reconsider its final action, an appeal may be taken from the final action of the board, on such ground alone, to the circuit court in equity of the judicial circuit in which the school board is located, by filing with the register within thirty (30) days from the date of the board's final decision a petition stating the facts relevant to such pupil as bearing on the alleged denial of his rights under the federal Constitution, or state law, accompanied by bond with sureties approved by the register, conditioned to pay all costs of appeal if the same shall not be sustained. A copy of such petition and bond shall be filed with the president of the board. The filing of such a petition for appeal shall not suspend or supersede an order of the board of education; nor shall the court have any power or jurisdiction to suspend or supersede an order of the board issued under this chapter before the entry of a final decree in the proceeding, except that the court may suspend such an order upon application by the petitioner made at the time of the filing of the petition for appeal, after a preliminary hearing, and upon a prima facie showing by the petitioner that the board has acted unlawfully to the manifest detriment of the child who is the subject of the proceeding.

On such appeal the circuit court may, as in other equity cases, summon a jury for the determination of any issue or issues of fact presented. Appeal to the supreme court of Alabama may be taken from the decision of the circuit court in the same manner as appeals may be taken in other suits in equity, either by the appellant or by such board of education. (1955, p. 495, S9; 1957, pp. 486, 487, S 9.)

ARKANSAS

Duties and powers of the Local Boards tit. 80-S 509

80-508. Directors exempt from road and jury duty.--Directors and county examiners shall be exempt from working on roads and highways, and from serving juries, during their term of office. [Act Dec. 7, 1875, No. 46, S 79, p. 54; C. & M. Dig; S 8936; Pope's Dig; S 11726]
Compiler's Note.

The "county examiner," at the time of enactment of this section was the officer in charge of teacher examinations. Exemption of directors from jury service, S 39-104.

80-509. Duties and powers of school directors--Budgets--Indebtedness.--The board of school directors of each district in the State shall be charged with the following powers and perform the following duties:

(a) Have the care and custody of the school house, grounds, and other property belonging to the District, and shall keep same in good repair, in sanitary and sightly condition; and to lease Sixteenth Section lands located in said School District, individually or in conjunction with the other Boards of Directors of other school districts interested in said Sixteenth Section, as the case may be.

(b) Purchase buildings or rent school houses and sites therefor, and sell, rent, or exchange such sites or school houses. Provided, that in the selection on any school site, or the erection of any school house outside of an incorporated town or city, containing twenty-five hundred [2,500] or more inhabitants [the same] shall be approved by the county board of edication, before the contract for securing the site, or contract for building the house is made.

(c) Establish separate schools for white and colored persons.

(d) Employ such teachers and other employees as may be necessary for the proper conduct of the public schools of the district, and to make written contracts with teachers and all other employees in the form prescribed by the State Board of Education. There shall be four [4] copies of each contract made; one [1] to be retained by the board; one [1] to be given to the employee; one [1] to be forwarded to the County Treasurer; and on [1] to be filed with the County Supervisor of Schools.

Neither the husband nor wife of a school director, nor any person related within the fourth degree of consanguinity or affinity to any member of the school board shall be employed by the school board in any capacity as specified in paragraphs (1) and (2) of this Subsection; provided, however, that it shall not be necessary to file the petitions required by paragraphs (1) and (2) of this Act more than once.

(1) Teachers may be elected upon written petition of fifty per cent [50%] of the qualified electors from he group constituting the parents of the grade group or groups to be taught by the teacher in question for the school year for which the election is made.

(2) Other employees may be elected upon written petition of fifty per cent [50%] of the qualified white electors pf the district for white applicants, and upon written petition of fifty per cent 50% of the qualified negro electors of the district for negro applicants, except that bus drivers may be employed upon written petition of a majority of the qualified electors from the group constituting the parents of the children to be transported by the bus driver in question.

(e) See that all subjects for study prescribed by the State Board of Education or by law, for all grades of schools in their district are taught.

(f) Procure from the county superintendent [county school supervisor] all forms for each teacher at the commencement of the school term, a register and such other forms and blanks and supplies as are required by law, to be furnished to the teachers.

(g) Visit the schools frequently, see to the welfare of the pupils, encourage them in their studies, and assist the teacher in the work so far as they can.

(h) Prepare, send a copy thereof to the county board of education, and publish once a week for three 3 consecutive weeks in a newspaper published in the county at least twenty-five 25 days before the annual election, an estimate of the amount of money needed by the district for the ensuing year, showing separately the amount needed for general control, instruction, operation of the plant maintenance of the plant, auxiliary agencies, fixed charges, capital outlay, and debt service.

(i) Issue warrants on the county treasurer in accordance with the provisions of this act, for the payment of salaries due teachers and other employees, and for any other lawful purposes, and to state the warrants the consideration for which it is drawn, provided that said issuance of warrants for the purposes set out in Paragraph (k) shall be governed by the penalty therein set out. Such warrant shall be in the form approved by the State Board of Education.

(j) Buy and pay for out of district school funds, supplies such as fuel, crayons, charts, globes, dictionaries, etc., which may be necessary for the efficient operation of the schools, provided that for schools except for those in cities having twenty-five hundred 2,500 or more population said supplies meet the approval of the county examiner county school supervisor in price and merit, provided further that no warrants shall be issued by any school board for the payment of the supplies and/or services set out in this Paragraph until said supplies and/or services shall have been delivered to said school. If any school board or any part of the directors of any school board in the State of Arkansas shall issue a warrant or warrants in payment of such supplies and/or services prior to the delivery of said supplies and/or services to the said school, and the school district (which) suffers any loss because of the failure of the seller to deliver said supplies and/or services or for any other reason then the said directors shall be personally liable to the said school district for the total amount of said loss suffered by the district.

(l) (Prepare, not later than June first of each year, a budget showing the actual revenue from each and every source during the ensuing year, the different items of expense for each school within the district for the past year, and the estimated expense for each school to be maintained during the ensuing fiscal year. The budget shall contain such items, and shall be prepared on such forms as shall be provided by the State Board of Education. Such budgets shall be certified by the president and secretary of the board, and filed with the county superintendent of schools, on or before June first of each year. The county superintendent shall present the budget to the county board of education, and as approved or modified by it, the budget shall be returned to the school directors of the district for which it was made. Such budget shall become the basis of all financial transactions of said school board for the ensuing year.)

(If the county board of education finds that said budget is not correct, and it is probable that the district will be unable to operate during the ensuing year without incurring a deficit, the county superintendent shall so notify the board of such district, and shall meet with them at the time and in the place to be fixed by him for the purpose of revising said budget. If the county superintendent and the school board do not agree on the budget, it shall be submitted to the Commissioner of Education for consideration, correction, and approval as made, or as corrected and as thus approved shall be the budget of that district. After such budget is approved no changes shall be made therein by the board of directors, until such change has been approved by the county board of education, which shall not authorize any change until it has ascertained that the school district can operate without a deficit.)

No district that has any outstanding indebtedness on July 1, 1931, except indebtedness evidenced by bonds shall increase such indebtedness except by the issuance of bonds for building, repairing, and equipping school buildings or the purchase of sites therefor. And if other outstanding indebtedness of any such district now outstanding shall be reduced by the proceeds of a bond issue such school district shall not increase the indebtedness as reduced, but shall conduct its financial affairs so that as somn as possible they will be on a cash basis. If in any school district it should be apparent that the schools cannot be operated for the remainder of the school year without incurring more indebtedness than that represented by outstanding bonds, and those that may be issued for buildings, and the equipment for the school buildings, purchasing sites, and repairing school buildings, or the improvement of sites, it shall be the duty of the school directors to close the school and cease paying the teachers for the remainder of that fiscal year, and each contract made with the teachers shall be subject to that contingency, and the district shall not be liable for teachers salaries for the time the school is so closed. Should any school director participate in keeping a school open and incurring additional expenses, which would cause increased indebtedness of the district herein prohibited, he shall be liable personally for the amount of such additional indebtedness. Provided, that in cases of an emergency the State Board of Education may grant special permission to a district to create temporary current indebtedness.

Budgets for districts having a city of twenty-five hundred [2,500] or more population which employ a city superintendent shall be approved by the city superintendent and need not be submitted to the county board of education for approval, but shall be filed with the county superintendent [county school supervisor] for record.

Provided nothing in this provision shall prevent any school board from borrowing money from banks, individuals, or from next year's revenue in order to provide funds in such amount that the maximum non-bonded indebtedness of their school district so incurred shall not be greater than the maximum non-bonded indebtedness of such districts was at any time during the preceding fiscal year. Provided further that if any non-bonded debt is funded by the issuance of bonds the amount so funded shall not be considered in determining the maximum amount of non-bonded indebtedness during the preceding fiscal year.

(m) Do all things necessary and lawful for the conduct of an efficient free public school or schools in the district. [Acts 1931, No. 169, S 97, p. 476; Pope's Dig; S 11535; Acts 1939, No. 316 S 1, p. 774; 1941, No. 389, S 1, p. 1085; 1943, No. 96, S 1, p. 139; 1949, No. 287, S 1, p. 855; 1953, No. 204, S 1, p. 646; 1957, No. 280, S 1, p. 845.]

80-312. Powers and duties of board.--It shall be the duty of the County Board of Education to supervise and direct all its employees in the performance of their duties and, in addition thereto, all powers, duties, and the responsibilities respecting the public schools of the several counties which heretofore have been vested in the several County Courts, and County Textbook Boards are hereby transferred to and vested in the respective county boards of education, except the canvassing of returns and certification of results of all school elections and the provisions of a suitable place for the storage and distribution of free textbooks shall continue to be vested in the county courts.

Specifically, these duties, among others, shall include the following:

(a) To apportion all school funds as provided by law and in conformity to the regulations of the State Board of Education.

(b) To form local school districts, and annex the territory of such districts to another district, create new school districts and perform all other functions regarding changes in school districts, in accordance with the law.

(d) To transfer children from one school district to another in accordance with the law.

(e) To cause to be set aside from funds in the County General School Fund amounts necessary for the expenses of the Board and of the County School Supervisor's office.

(f) To administer the compulsory school attendance laws in the county.

(g) To approve of budgets of school districts coming under the provisions of this act. [Acts 1941, No. 327, S 11, p. 838.]

80-214. Purchase of government surplus property authorized.--Each County Board of Education is hereby authorized on behalf of the school districts of its county to make purchases of property and equipment, including surplus real and personal property from the Government. Such action may be taken upon written notice from the school board of a district stating that said district board has voted to permit the said county board to act as its agent in making such purchases. Each district participating in the purchase sahll remit its payments promptly to the County Board to cover the cost of the property. (Acts 1947, No. 400, s 1, p. 980.)

Legal problems of the Local Boards.
Disputes Between Boards.

Some disputes may arise between the local boards and higher boards or school officials. For example, there may be a question of whether the local board may select a textbook that has not been approved by the stateboard, or whether a state official can be compelled to loan money to the local board from state funds. Also there may be a constitutional question on whether the United Stated Supreme Court desegregation decisions are being followed. Such disputes may require a court order to settle them. A court order is usually obtained after a legal action called an "injunction" is brought against the offending board or officer to compell him to act or not to act in a certain way.

It might be easier and less costly to get a written opinion by the state sttorney general on the subject in dispute. While his opinions are not "law" in the sense that they bind court decisions, they can be of great influence on courts and bodies of the state or counties, such as school boards. Whether to seek on attorney general's opinion depends on two things. First, on whether the attorney general is in a position to write such an opinion under state law. In Alabama, a majority of the local school board can get his written opinion as a matter of statutory right, by suggesting it in writing, so long as the dispute is real, and not just a possibility. On the other hand, in South Carolina, the attorney general has no authority to write opinions for anyone. In Georgia, he may write opinions on any legal question "of interest to the state," but he is free to decide not to do so. Other states require his opinion only at the request of certain state officers, which are usually the governer, the auditor, a secretary of the state. The local school board could contact one of these officers and perhaps get him to request an opinion by the attorney general.

The other factor to consider is whether the attorney general tends to have views sympathetic to the opinion sought. An opinion against the local board's position could backfire and influence the state board to act adversely.

Disputes between members of the Local Boards.

The conduct of meetings is left up to the local boards, which may themselves determine if they want to follow formal rules of procedure such as Robert's Rules of Order. One important requirement of the law is that minutes be taken of the meetings. If there is any unfair conduct it should be called to attention immediately and made part of the minutes. If the chairman is not interested in the proper conduct of the meeting, the state board can review the minutes and determine if a new meeting must be called.

If a dispute arises over the legality of the board's decision or action, the board member or members who question it should seek the advice of a lawyer. It may be that there is a violation of state or federal law which would merit an injunction against the board. A suit for an injunction can be brought against the local board by a tax payer within the board's jurisdiction or, if necessary, by a board member himself. (Actions by board members against their own board members are rare and raise issues which are avoided by a tax payer's suit) Another way to present unlawful action by the board might be to get the state board to overrule it. If the dispute is over an issue which the state board or some other state body has final say, the cost and labor of a lawsuit can be avoided.

Hiring of teachers and other personnel.

32-609. Schedule of minimum slaaries; supplementing salaries by local units.--The State Board of Education shall establish a schedule of minimum salaries for services rendered which shall be on a 10-month basis and which shall be paid by local units of administration to the various classifications of professional personnel required to be certificated by the State Board. Said minimum salary schedule shall be established on an index basis, and shall provide a minimum base salary for each classification of professional personnel required to be certificated, and for increment increases above the minimum base salary of each classification of such personnel based upon the individual experience and length of service of such personnel and such other uniformly applicable factors as the State Board may, in its discretion, find relevant to the establishment of such a schedule. Said minimum salary schedule shall in other respects be uniform, with no differentiation being made on the basis of subjects or grades taught. The State Board is hereby authorized to modify and adjust the minimum salary schedule at such times and in such manner as the board may, in its discretion, find reasonably necessary and advisable for the more efficient operation of the public schools of this State. An index salary schedule shall be construed to mean a type of salary schedule established upon a set of relationships respecting salaries to be paid personnel according to various classifications, such relationships to be expressed as ratios which are above or below an index value of 100 to be attributed to certificated professional personnel with a bachelor' degree and no experience. All State funds now or hereafter made available to the State Board for the purpose of paying salaries of teachers or other certificated professional personnel employed by local units of administration shall be made available to local units and to such personnel employed by them in accordance with the index schedule of minimum salaries. Local units of administration shall not pay to any teacher or other certificated professional personnel in its employment a salary less than that prescribed by the index schedule of minimum salaries. Local units of administration may, however, supplement the salaries of such personnel, and in fixing the amount thereof may take into consideratinn the nature of duties to be performed, the responsibility of the position held, the subject-matter or grades to be taught, and the experience and individual worth of the particular personnel whose salary is being supplemented. Supplements paid shall, in all other respects, be uniform. (Acts 1964, pp. 3, 10, 1965, pp. 15, 19.)

32-610. Calculated cost of minimum foundation program of local units.--The total amount of funds needed by a local unit of administration in order to provide a minimum foundatinn program of education, as contemplated by provisions of this Chapter, shall be deemed to be the sum arrived at by adding the amount of funds, calculated in the manner provided for in this Chapter, needed by the local unit of administration for the following purposes:

(a) Payment of teachers' salaries as provided for in section 32-611.
(b) Payment of salaries of other certificated professional personnel as provided for in section 32-612.
(c) Payment of maintenance, operation and sick leave expenses as provided for in section 32-613.
(d) Purchase of free textbooks as provided for in section 32-614.
(e) Purchase of consumable instructional materials and supplies as provided for in section 32-615.
(f) Purchase of school library books and nonconsumable teaching materials and aids as provided for in sectinn 32-616.
(g) Payment of additional cost of operation isolated schools as provided for in section 32-617.
(h) Payment of expense of pupil transportation as provided for in section 32-618.
(i) Payment of travel expenses as provided for in section 32-619.
(j) Payment of cost of providing special education programs as provided for in section 32-620.
(k) Defraying the local units' share of the cost of the State-wide public school educational television program as provided for in section 32-621.

The sum arrived at in the manner provided above shall be known as the calculated cost of providing a minimum foundatinn program of education in the local unit of administration. The amount of State funds which shall be allocated to each local unit of administration in support of such program by the State Board of Education shall be the sum determined above as the calculated cost of providing a minimum foundation program of education in the local unit of administration less the amount of funds to be raised by the local unit in support of said program, which shall be determined in accordance with the financial ability of the local unit calculated in the manner provided in section 32-622. The sum of the calculated cost of providing a minimum foundation program of education in all local units of administration combined shall be known as the calculated cost of the State-wide minimum foundation program. (Acts 1964, pp. 3, 11.)

32-611. Allotment of teachers; amount of funds needed for payment of salaries.--The State Board of Education shall annually allot teachers to local units of administration on the basis of one teacher per 25 pupils in average daily attendance in grades eight through 12 and one teacher per 28 pupils in average daily attendance in grades one through seven of each local unit of administration during the first four months of the preceding school year, adjusted as provided for in section 32-648: Provided, however, that during the next school year the amount of funds distributed to any local unit for this purpose shall not be in excess of the amount actually required by the local unit for payment of salaries of teachers actually employed by the local unit of administration. The amount of funds needed by a local unit to pay salaries of teachers shall be determined on a 10-month basis in accordance with the State minimum salary schedule provided for in section 32-609. The State Board of Education is authorized to prescribe uniform requirements and minimum standards respecting utilization of State-allotted teachers in public elementary and secondary schools of local units of administration. (Acts 1964, pp. 3, 12.)

S 912 Organization: powers and duties.--The county Superintendent of Schools and county Board of Education shall make rules to govern the county schools of their respective counties. Upon being called together by some of this number, after their election, they shall organize by collecting a chairman. The county Superintendent of Schools shall act as secretary of the board and keep the minutes of their meetings and make a permanent record of the same, and do any clerical work that they might direct him to do. Said board may suspend the county Superintendent of Schools for incompetency, willfull neglect of duty, misconduct, immorality or commission of a crime involving moral turpitude, and may suspend teachers for non-performance of duty, incompetency, immorality or inefficiency, and for other good and sufficient cause. In each case, appeal may be taken to the State Board of Education.

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S 230.03 Control; organization, and supervision The county school system shall be controlled, o organized, administered, and supervised as follows:

(1) County system.--The county school system shall be considered as a part of the state system of public education. All actions of county school officials shall be consistent and in harmony with state laws and with rules and regulations and minimum standards of the state board. County school officials, however, shall have the authority to provide additional educational opportunities, as desired, which are authorized but not required by law.

(2) County board.--Responsibility for the organization and control of the public schools of the county shall be vested in theccounty board, as provided in S 230.04, 230.05, 230.061, 230.08, 230.10- 230.12, 230.15-230.19, 230.201,-230.21-230.23, 230.232, 230.233, 230.35

(3) County superintendent.--Responsibility for the administration of the schools and for the supervision of instruction in the county shall be vested in the county superintendent as the secretary and executive officer of the county board, as set forth in S 230.24, 230.26, 230.28-230.30, 230.302, 230.31, 230.32, 230.321, 230.33, 230.331, 230.35.

(4) Trustees.--The school district trustees shall constitute an advisory body for the district as set forth in S 230.34, 230.37-230.43.

(5) Principal or head of school.--Limited responsibility for the administration of any school or schools at a given school center and for the supervision of instruction therein shall be delegated to the principal or head of the school or schools as hereinafter set forth.

S 320.22 General powers of county board. The county board, after considering recommendations submitted by the county superintendent, shall exercise the following general powers:

(1) Determine Policies.--The county board shall determine and adopt such policies as are deemed necessary by it for the efficient operation and general impromement of the county school system.

(2) In arriving at a deterimination of policies affecting certificated personnel, the county board may appoint or recognize existing committees composed of members of the teaching profession, as defined in the professional teaching practices act, sections 231.54-231.59, Florida Statutes. When such committees are involved in the consideration of policies for resolving problems or reaching agreements affecting certificated personnel the committee membership shall include certificated personnel representing all work levels of instructional and administrative personnel as defined in the school code.

Adopt rules and regulations.--The county board shall adopt such rules and regulations to supplement those prescribed by the state board as in its opinion will contribute to the more orderly and efficient operation of the county school system.

(3) Prescribe minimum standards.--The county board shall adopt such minimum standards as are considered desirable by it for imporving the county school system.

(4) Contract, sue, and be sued.--The county board shall constitute the contracting agent for the county school system. It may, when acting as a body, make contracts, also sue and be sued in the name of the county board; provided, that in any suit, a change in personnel of the county board shall not abate the suit, which shall proceed as if such change had not taken place.

(5) Perform duties and excerise responsibility.--The county board may perform those duties and exercise those responsibilities which are assigned to it by lay or by regulations of the state board and, in addition thereto, those which it may find to be necessary for the improvement of the county school system in carrying out the purposes and objectives of the school code.

230.23 Powers and duties of county board The county board acting as a board shall exercise all powers and perform all duties listed below:

(1) Require minutes and records to be kept.--Require the county superintendent, as secretary, to keep such minutes and records as are necessary to set forth clearly all actions and proceedings of the county board.

The typed munutes of each meeting shall be read, corrected if necessary, and approved at the next regular meeting; provided, that this action may be taken at an intervening special meeting if the board desires. The minutes shall be signed by the chairman and county superintendent immediately after correction and approval, and shall be kept as a public record in a permanent, bound book in the county superintendent's office.

The munutes shall show the vote of each member present on all matters on which the board takes action. It shall be the duty of each member to see to it that both the matter and his vote thereon are properly recorded in the minutes. Unless otherwise shown by the minutes, it shall be presumed that the vote of each member present supported any action taken by the board in either the exercise of, violation of or neglect of the powers and duties imposed upon the board by law or legal regulation, whether such action is recorded in the minutes or is otherwise estabbished. It shall also be presumed that the policies, appointments, programs and expenditures not recorded in the minutes but made and put into effect at the direction of the county board, unless it can be shown that they were done without the actual or constructive knowledge of the members of the board.

(2) Control property.--Retain possession of all property to which title is now held by the county board and to obtain possession of and accept and hold under proper title as a body corporate by the name of "The Board of Public Instruction of......County, Florida," all property which may at any time be acquired by the bounty board for educational purposes in the county; manage and dispose of such property to the best interests of education; contract, sue, receive, purchase, acquire by the institution of condemnation proceedings if necessary, lease, sell, hold, transmit, and convey the title to real and personal perperty, all contracts to be based on resolutions previously adopted and spread upon the minutes of the county board; receive, hold in trust, and administer for the purpose designated, money, real a and personal property, or other things of value granted, conveyed, devised, or bequeathed for the benefit of the schools of the county or any one of them.

(3) Adopt school program.--Authorize the assembling of all data and the making of school surveys essential to the development of a school program for the entire county and to adopt such a program as the basis for operating the schools-one phase of the program to be a long-time program and another phase to constitute the annual program.

(4) Establishment, organization, and operation of schools.--Adopt and provide for the execution of plans for the establishment, organization, and operation of the schools of the county, as follows:

(a) Schools and attendance areas.--After considering recommendations of theccounty superindentent to authorize schools to be located and maintained in those communities in the county where they are needed to accomodate as far as practicable and without unecessary expense all the youth who should be entitled to the facilities of such schools, and approve the area from which children are to attend each such school.

(b) Elimination of school centers and consolidation of schools.--Provide for the elimination of school centers within the county and for the consolidation of schools whenever the needs of pupils can better and more economically be served at other school centers than those which they have been attending.

(c) Adequate educational facilities for all children without tuition--See that the adequate educational facilities are provided through the uniform system of public schools for all children of school age in the county, these facilities to be provided with due regard to the needs of the children on the one hand and to economy on the other. Insofar as possible, arrangements are to be made for children to attend, without tuition charges to such children on account of county lines, those schools offering the facilities needed by the children which are most readily accessible and whichlwould involve the least cost, regardless of whether those schools are located in another county; provided, that nursery schools and kindergartens may be established, as provided by law, and fees for such schools may be prescribed in the discretion of the county board.

(d) Cooperate with boards of adjoining counties in maintaining schools.--Approve plans for c ooperating with county boards of adjoining counties in this state or in adjoining states for establishing school attendance areas composed of territory lying within the counties and for the joint maintenance of county-line schools or other schools which are to serve those attendance areas. The conditions of such cooperation shall be as follows:

1. Establishment.--The establishment of a school to serve attendance areas lying in more than one county and the plans for maintaining the school shall be effected by resolutions spread upon the minutes of each county board concerned, which resolutions shall set out the territorial limits of the areas from which children are to attend the school and the plan to be followed in maintaining and operating the school.

2. Control.--Control of the school or schools involved shall be vested in the county board of the county in which the school or schools are located unless otherwise agreed by the county boards.

3. Settlement of disagreements.--In the event an agreement can not be reached relating to such attendance areas or to the school or schools therein, the matter may be referred jointly by + the cooperating county boards or by either county board to the state superintendent for decision under regulations of the state board, and his decision shall be binding on both county boards.

(e) Classification and standardization of schools.--Adopt plans and regulations for determining those school centers at which work is to be restricted to the elementary grades, school centers at which work is to be offered only in the high school grades, and in accordance with such plans and regulations for classifying and standardizing the various schools of the county on such bases as to furnish incentive for the imporvement of all schools.

(f) Opening and closing of schools; fixing uniform date for.--Fix, insofar as possible, a uniform date each year for the opening of all schools under its control, on which date, unless otherwise authorized by the county board, all schools shall open, in order that the keeping of records, the making of reports, the payment of salaries, and the supervision of instruction may be facilitated; provided, that all schools, unless excepted under regulations of the state board, shall begin so as to close before the last day of June of any year; fix the closing date for all schools in the county, these dates to be so determined as to assure, as far as practicable, uniform terms for all schools in the county; adopt regulations for the closing of schools during an emergency and to provide for the payment of salaries to the members of the instructional staff on such occasions. However, notwithstanding any of the foregoing any county board may in its discretion operate any or all of the county schools on an extended term basis subject to approval of the state board.

(g) Observance of school holidays and vacation periods.--Approve and designate the s school holidays to be observed during the year, except for emergencies; provided, that the number of such school holidays shall not exceed a total of one day for each thirty days of the term; approve the manner of observance of such holidays by the schools of the county; and approve and designate the school vacation periods. These holidays and vacation periods shall, insofar as practicable, be uniform for all schools of the county.

(h) Vocational classes and schools.--Provide for the establishment and maintenance of vocational schools, departments, or classes, giving instruction of less than college grade in agriculture, trades and industries, distributive education, or in home economics, and use any moneys raised by public taxation in the same manner as moneys for other school purposes are used for the maintenance and support of public schools or classes of less than college grade.

(i) Vocational rehabilitation.--Provide for the establishment and maintenance of vocational rehabilitation services for the physically handicapped, consistent with state and federal laws.

(j) County boards authorized to establish public evening schools.--The county boards of public instruction in the state may establish and maintain, in the respective counties, public evening schools, elementary or high, as a branch of the public school system of the county; and such evening schools, when so maintained, shall be available to al residents of Florida, native or foreign bord, who, for any satisfactory cause, have been unable to attend any day public school of the county or school district; and all evening schools so maintained shall be under the direction and control of the county board of public instruction and the county school superintendent and shall be subject to the day schools in the school district or county, as the case may be, in which such evening schools are maintained; and the expense thereof shall be paid out of the county school fund.

(k) Cooperate with other agencies in joint projects.--Adopt plans for cooperating with county boards of other counties in this state or in adjoining states or with other governmental agencies or with nonprofit corporations as provided in this act for such joint projects or activities as may be authorized by regulations of the state board. The conditions of such cooperation shall be as follows:

1. Establishment.--The project or activity shall be initiated by resolutions spread upon the minutes of each county board concerned.

2. Control.--The control and ownership of any physical property and the control and administration of any project or activity engated in under the provisions of this section shall be vested in the board of public instruction of the county of location unless otherwise agreed by the county boards or unless the project or activity is undertaken as authorized in subsection (3).

3. Other agencies.--The state board may, by regulation, authorize one or more county boards to engage in a contractual relationship with governmental agencies or with nonprofit corporations which have been formed and incorporated for the purpose of providing a cooperative educational service to the counties.

4. Settlement or disagreements.--In the event an agreement cannot be reached relating to any phase of the project or activity, the matter may be referred jointly by the cooperating county boards, or by any individual county under regulations of the state board, and his decision shall be binding on all county boards of the cooperating counties. Added laws 1963, c. 63-376, S 2, eff. July 1, 1963.

(l) Planning time for teachers.--The board may adopt plans and regulations which will make provisions for teachers to have time for lunch and some planning time when they will not be directly responsible for the children; provided that some adult supervision will be furnished for the students during said periods. Added by Laws 1965, c. 65-56, S 1.

(5) Personnel.--Designate positions to be filled, prescribe qualifications for those positions, and provide for the appointment, compensation, promotion, suspension, and dismissal of employees as follows, subject to the requirements of chapter 231, Florids Statutes; provided, however, that in all Florida counties wherein trustees are abolished, nominations of such school personnel as had hitherto been made to said trustees shall be made directly to the county board of public instruction at the times regularly prescribed by law for nomination by trustees in those counties in which trustees have not been abolished.

(a) Positions and qualifications.--Act upon recommendations submitted by the county superintendent for positions to be filled and for minimum qualifications for personnel for the various positions.

(b) Appointment; other than instructional staff and other employees in district schools.--Act on written recommendations submitted by the county superintendent of persons to act as administrative, supervisory, technical, attendance or health assistants, his office assistants, and bus drivers and appoint persons to fill such positions. As amended Laws 1963, c. 63-376, S 3, eff. July 1, 1963.

(d) Appointment of instructional staff and other employees.- Act not later than six weeks before the close of school during any year on the nomination by the county superintendent of supervising principals or principals; act not later than four weeks before the close of school during any year on the nomination by the county superintendent of all other members of the instructional staff; and act on the nomination by the county superintendent of all other employees in such schools. The county board may reject any supervising principal, principal, or other member of the instructional staff, or other employee nominated, and in case the second nomination by the county superintendent for any position be rejected, the said county board shall then proceed on its own motion to fill such positions.

(e) Compensation and salary schedules.--Adopt a salary schedule or salary schedules to be used as a basis for paying members of the instructional staff and other school employees, such schedules to be arranged, insofar as practicable, so as to furnish incentive for improvement in training and for continued and efficient service; fix and autnorize the compensation of members of the instructional staff and other school employees on the basis of such schedules.

(f) Contracts and terms of service.--Provide written contracts for all regular members of h the instructional staff. All contracts with members of the instructional staff shall be in accordance with the salary schedule adopted by the county board and shall be in writing for definite amounts and for definite terms of service and shall specify the number of monthly payments to be made. All such contracts shall be executed in duplicate and a true signed copy retained by the board in the office of the county superintendent. The county board is prohibited from paying any salary to any member of the instructional staff, except when this provision has been observed.

(g) Transfer and promotion.--Act on recommendations of the county superintendent regarding transfer and promotion of any employee, subject to the provisions of S 230.34-230.43.

(h) Suspension and dismissal and return to annual contract status.--Suspend, dismiss, or r return to annual contract members of the instructional staff and other school employees; provided, that no administrative assistant, supervisor, principal, teacher, or other member of the instructional staff may be discharged, removed or returned to annual contract except as provided in chapter 231, Florida Statutes. As amended Laws 1965, c. 424, S 1, eff. July 1, 1965.

(6) Child welfare.--Provide for the proper accounting for all children of school age, for the attendance and control of pupils at school, for proper attention to health, safety, and other matters relating to the welfare of children in the following fields, as prescribed in chapter 232.

(a) School census.--Provide for an accurate school census of the children of the county as a basis for determining schildren who should attend school and for enforcing compulsory school attendance laws.

(b) Admission, classification, promotion and graduation of pupils.--Adopt rules and regulations for admitting, classifying, promoting, and graduating pupils to or from the various schools of the county, including discretionary power to separate the sexes in the various schools of the county.

(c) Enforcement of attendance laws.--Provide for the enforcement of all laws and regulations relating to the attendance of pupils at school and for employing such assistants to the county superintendent as may be needed to enforce effectively these laws.

(d) Control of pupils.--Adopt rules and regulations for the control, disciplining, and suspension of pupils and decide all cases recommended for dismissal.

(e) Provide for education of special groups.--Provide, insofar as practicable, for special facilities for classes for backward, defective, truant, or incorrigible children of school age and for and for children with unusual ability; and provide facilities in the way of day, part-time, or night schools or classes for adolescents and adults, including illterates and groups needing Americanization and when desirable and practicable, provide for the education of children below the first grade level in nursery school or kindergarten classes.

(f) Health examinations and treatments.--Provide for all children of school age in the county to have periodic physical and dental examinations and, insofar as practicable, arrange and cooperate with other organizations for the prompt treatment; provided, that except in emergencies pupils may be given remedial or preventive treatment only on written consent of the parent.

(g) Repealed.

(7) Courses of study and other instructional aids.--Provide adequate instructional aids for all children as follows and in accordance with the requirements of chapter 233.

(a) Courses of study; adoption.--Adopt courses of study for use in the schools of the county; provided, that such courses shall comprise materials needed to supplement minimum courses of study prescribed by the state board for all schools.

(b) Textbooks.--Provide for proper requisitioning, distribution, accounting, storage, care, and use of all textbooks and other books furnished by the state and furnish such other textbooks and library books as may be needed; Provided, that the county board shall not requisition form the state any textbooks for pupils attending a junior college.

(c) Other instructional aids.--Provide such other teaching accessories and aids as are needed to carry out the program.

(d) School libraries; establishment and maintenance.--Establish and maintain school libraries or school libraries open to the public and, in addition thereto, such traveling or circulating libraries as may be needed for the proper operation of the county school system.

(8) Transportation of pupils.--After considering recommendations of the county superintendent to make provision for the transportation of pupils to the public schools or school activities they are required or expected to attend; authorize transportation routes arranged efficiently and economically; provide the necessary transportation facilities, and, when authorized under regulations of the state board and if more economical to do so, provide limited subsistence in lieu thereof; and adopt the necessary rules and regulations to insure safety, economy, and efficiency in the operation of all buses, as prescribed in chapter 234.

(9) School plant.--Approve plans for locating, planning, constructing, sanitating, insuring, maintaining, protecting and condemning school property as prescribed in chapter 235, and as follows:

(a) School building program.--Approve and adopt a countywide school building program, indicating the centers at which school work is to be offered on the various levels, the type, size and location of schoolsto be established, and the steps to be taken to carry out the program. This program shall be a part of the long-time program for the county and insofar as practicable, shall be based on the recommendations of a survey made or approved under the direction of the state department.

(b) Sites, buildings, andequipment.--Select and purchase school sites, playgrounds, and recreational areas located at centers at which schools are to be constructed and of adequate size to meet the needs of pupils to be accommodated; to approve the proposed purchase of any site, playground, or recreational area for which district funds are to be used; to expand existing sites; to rent buildings when necessary; to erect or contract for the erection of buildings and provide for the proper supervision of construction; to make or contract for additions, alterations,and repairs on buildings and other school properties; to insure that all plans and specifications for buildings provide adequately for the safety and well-being of pupils, as well as for economy of construction by having such plans and specifications submitted to the state department for approval; to provide furniture, books, apparatus, and other equipment necessary for the proper conduct of the work of the schools.

(c) Maintenance and upkeep of school plant.--Provide adequately for the proper maintenance and upkeep of school plants, so that children may attend school without sanitary or physical hazards and provide for the necessary heat, lights, water, power, and other supplies and utilities necessary for the operation of the schools.

(d) Insurance of school property.--Carry insurance on every school building in all school plants including contents, boilers and machinery, except buildings of three classrooms or less which are of frame construction and located in a tenth class public protection zone as defined by the Florida inspection and rating bureau; and on all school buses and other property under the control of the county board of title to which is vested in the county board, except as exceptions may be authorized under regulations of the state board.

In consideration of the premium at which each policy shall be written it shall be a part of the policy contract between the county and the named insured that the company shall not be entitled to the benefit of the defense of governmental immunity for the insured by reason of exercising a governmental function on any suit brought against the insured. Immunity of the county board against liability damages is waived to the extent of liability insurance carried by the county board. Provided, however, no attempt shall be made in the trial of any action against a county board of public instruction to suggest the existence of any insurance which covers in whole or in part any judgment or award which may be rendered in favor the the plaintiff, and if a verdict rendered by the jury exceeds the limit of the applicable insurance, the court shall reduce the amount of said judgment or award to a sum equal to the applicable insurance, the court shall reduce the amount of said judgment or award to a sum equal to the applicable limit set forth in the policy.

(e) Condemnation of buildings.--Condemn and prohibit the use for public school purposes of any building which can be shown for sanitary or other reasons to be no longer suitable for such use and when any building is condemned by any state or other government agency as authorized in chapter 235, to see that is is no longer used for school purposes.

(10) Finance.--Take steps to assure children adequate educational facilities through the financial procedure authorized in chapters 236 and 237 and as prescribed below:

(a) Provide for all schools to operate at least one hundred and eighty days.--Provide for the operation of all public schools, both elementary and secondary, as free schools for a term of at least one hundred and eighty days; determine county and district current school funds necessary in addition to state funds to operate all schools for such minimum term; arrange for the levying of county school taxes necessary to provide the amount needed from county sources; and certify, to be included on the ballot of the school district at the regular biennial election the rate of taxes which must be levied in order to provide the district funds necessary to maintain the term herein prescribed, or such higher rate as is recommended by the trustees.

(b) Annual budget.--Cause to be prepared, approve, and have submitted to the state superintendent on or before August first, as required by law and by regulations of the state board, the annual school budget, such budget to be so prepared and executed as to promote the improvement of the county school system.

(c) Tax levies.--Adopt and spread on its minutes a resolution fixing the county school tax levy, provided for under S 8, Art Xll of the constitution, necessary to carry on the school program adopted for the county for the next ensuing fiscal year as required by law, and fixing the district bond interest and sinking fund tax levy necessary for districts against which bonds are outstanding; adopt and spread on its minutes a resolution suggesting the tax levy provided for in S 10, Art. Xll of the constitution, found necessary to carry on the school program for the next ensuing fiscal year.

(d) School fudns.--See that, insofar as practicable, an accurate acount is kept of all funds which should be transmitted to the county board for school purposes at various periods during the year from all sources and, if any funds are not transmitted promptly, to take the necessary steps to have such funds made available.

(e) Borrow money.--Borrow money, as prescribed in S 237.-25-237.28, when necessary in anticipation of funds reasonably to be expected during the year as shown by the budget.

(f) Financial records and accounts.--Provide for the keeping of accurate records of all financial transactions, including records of school and student activity funds on forms prescribed by the state board and have these records kept under the various classifications commonly used in school financial accounting; authorize and compensate such trained assistants to the county superintendent as may be needed to maintain adequate records.

(g) Approval and payment of accounts.--Approve and pay monthly all accounts; keep all payments within the amounts specified in the budget, as required by law; make available all records for proper audit by state officials; have prepared monthly statements showing receipts, balances, and expenditures to date and require a copy of each such statement to be filed with the state superintendent as provided by law.

(h) Bonds of employees.--Fix and prescribe the bonds, and pay the premium on all such bonds, of all school employees who are responsible for school funds in order to provide reasonable safeguards for all such funds or property.

(i) Contracts for materials, supplies, and services.--Contract for materials, supplies, and services needed for the county school system; provided, that no contract for supplying these needs shall be made with any member of the county board, with the superintendent, or with any trustee in the county, or with any business organization in which any county board member, the county superintendent, or any trustee has any financial interest whatsoever, except that any trustee may submit sealed competitive bids and be awarded a contract as provided by law for the lowest and best bid.

(j) Purchasing regulations to be secured from state purchasing commission.--The county board shall secure purchasing regulations and amendments and changes thereto from the state purchasing commission in accordance with subsection 287.061(1). Florida Statutes, and prior to any purchase shall have reported to it by its staff, and shall give consideration to, the lowest price available to it under such regulations, provided a regulation applicable to the item or items being purchased has been adopted by the state purchasing commission. Added Laws 1965, c. 65-239, S 26, eff. July 1, 1965

(11) School districts.--Adopt policies needed to provide adequate school facilities in the county, as follows:

(a) Elections and trustees.--Provide for all elections in special tax school district number one to be held on a uniform date on odd numbered years as herein prescribed and to supervise the holding of such elections, canvass returns, and announce the results. If, after any biennial election in which trustees are elected a vacancy should occur among the trustees, the county board shall appoint, after consulting with the patrons of the school, a qualified person from the district to serve in the position of trustee until the next biennial election.

(b) Approval of budget and expenditure of district funds.--Approve annual budgets recommended by the county superintendent for the expenditure of funds from special tax school district as herein herein provided, and authorize the expenditure of funds within the budget.

(c) Bonds.--Approve tentatively, as prescribed hereinafter, the amount of bonds proposed to be issued in the special tax school district; arrange for elections to be held as prescribed by law to determine whether the proposed issue of bonds will be approved by the electors of the school district and, if such a bond issue be approved, arrange, as prescribed in S 236.35- 236.51, for the sale of bonds in the amount designated and for the proper expenditure of the funds derived therefrom.

(d) School tax areas.--Tax areas for building, repairing or making additions to school buildings and equipment on projects approved by the state superintendent in accordance with regulations of the state board on the basis of a survey authorized under regulations of said board may be created in any county as hereinafter provided. Tax areas so created may be of two kinds:

1. elementary school tax areas and 2. high school tax areas. Elementary school tax areas shall as near as practical include the real property of the county within the attendance area most acessible to a particular or proposed elementary school or schools which will receive the educational advantages and benefits from such school or schools. High school tax areas shall as near as practical include the real property of the county within the attendance area most accessible to a particular or proposed high school or schools which will receive advantages

and benefits from such school or schools, and high school tax areas may overlap in part or entirely one or more elementary school tax areas. There may be as many tax areas as necessary. Whenever a petition signed by not less than ten per cent of the registered qualified freeholders within a proposed tax area meeting the above territorial requirements and requesting creation of such a tax area is presented to the county school board, the county school board shall within fifteen days after receipt of petition call a hearing of all freeholders of the district and shall advertise in a local newspaper of general circulation at least once a notice of the proposed hearing and the subject matter to be discussed, together with a legar description of the proposed territory to be included in the tax area. Such hearing shall have the purpose of receiving any objections by any freeholder and for the exclusion of any property which will not receive the benefit or services anticipated within the attendance area as described.

Following such hearing the school board shall allow twenty days in which legal action may be brought by any freeholder concerning the proposed election. If no complaint or legal proceedings are initiated within twenty days the school board then shall declare by resolution the tax area to be created, and shall immediately determine the sum necessary to do the proposed building, repairing or making additions to school buildings and equipment in said area, within the limits of S 17, Art. Xll, Florida constitution, and thereafter call an election within and under the requirements of said S 17, Art. Xll to determine whether or not bonds shall be issued for the purpose of financing same. In the election only freeholders shall participate, and at least two questions shall be submitted:

1. Shall a special tax school district be created?
2. Shall bonds be sold in a certain amount for purposes set forth in the law for a school building and equipment within the special tax school district area?

If as a result of such election the bonds are issued the county school board shall proceed to carry out the program but if the bonds are no authorized the tax area so created shall cease to exist. For the purpose of this law tax areas herein provided for are defined as being special tax school districts and shall bear such title designated as the county school board shall determine, as provided for and contemplated by S 17, Art. Xll of the Florida constitution and the creation of tax areas as herein provided shall not be held to alter or distrub the present one s school district for administrative and district school tax purposes, and counties wherein tax areas are created shall still be eligible to participate in the minimum foundation program to the same extend as such counties would be if no tax areas had been set up. Only the property in the tax areas or special tax school districts as described and provided for in this section shall be pledged for payment of bonds issued for the public schools within any such special tax school districts and the county school board shall be unconditionally obligated and shall have power to levy an ad valorem tax on all taxable property within said district for payment of principal and interest on said bonds without limit as to rate or amount, and each such special tax school district shall be a body corporate for the purpose of issuing and payment of bonds. No capital outlay funds as provided by the minimum foundation program are in any way to be pledged to secure payment of any such bonds issued under the provisions of this law and of S 17, Art. Xll of the constitution of Florida, but such bond issues shall be separate and apart from and in no way affect the provisions of the minimum foundation program, however cpaital outlay funds or any other funds may be used for the retirement of payment of such bonds or for any purpose when not inconsistent with the requirements of the minimum foundation program. The provision of this paragraph shall not apply to counties having more than 150,000 population according to the last official federal census.

(12) Records and reports.--Provide for the keeping of all necessary records and the making of all needed or required reports, as follows:

(a) Forms, blanks, and reports.--Require all members of the instructional staff, attendance assistants, school lunch personnel, bus drivers, and other employees to keep accurately all records and to make promptly in the proper from all reports required by law or by regulations of the state board, such records and reports to be kept on forms and blanks provided by the state board or, if such forms and blanks are not provided, to prescribe the necessary forms and blanks for these records and reports; require the keeping of such additional records; and the making of such additional reports as may be deemed by the bounty board to be necessary to provide data essential for the operation of the school system, and to prescribe such forms and furnish such blanks as may be required for these records and reports. As amended Laws 1963, c. 63-376, S 5, eff. July 1, 1963.

(b) Reports to the state superintendent.--See that the county superintendent prepares all reports to the state superintendent that may be required by law or by rules and regulations of the state board, using therefor such forms and blanks as may be prescribed by the state board; provided, that these reports and such other reports as shall be required or authorized in the school code shall be the only reports required to be filed with state officials or agencies; see that all such reports are promptly transmitted to the state superintendent; to withhold the further payment of salary to the county superintendent when notified by the state superintendent that he has failed to file any report within the time or in the manner prescribed; and to continue to withhold the salary until the county board is notified by the state superintendent that said report has been received and accepted; provided, that when any report has not been received by the date due and after due notice has been given to the county board of that fact, the state superintendent, if he deems it necessary, may require the report to be prepared by a member of his staff, and the county board shall pay all expenses connected therewith. Any member of the county board who shall be responsible for the violation of this provision shall be subject to suspension and removal.

(13) Cooperation with other agencies.--Cooperate with federal, state, county, and municipal agencies in the enforcement of laws and regulations pertaining to vocational education, vocational rehabilitation, physical restoration of children and adults, health of pupils, school attendance, child welfare, and other matters relating to education.

(14) Enforcement of law and rules and regulations.--See that all laws and rules and regulations of the state board or of the county board are properly enforced.

(15) Cooperate with county superintendent.--Cooperate fully with the county superintendent at all times to the end that the county school system may constantly be improved.

(16) Nursing scholarships.--Any county board of public instruction or board of county commissioners may create scholarships, loans or other financial assistance to persons qualified as candidates for either a three-year professional nurse program or a one-year course in practical nursing in a recognized training school.

(17) School lunch program.--Assume such responsibilities and exercise such powers and perform such duties as may be assigned to it by law or as may be required by regulations of the state board or as in the opinion of the county board are necessary to assure school lunch services, consistent with needs of pupils; effective and efficient operation of the program; and the proper articulation of the school lunch program with other phases of education in the county. Added Laws 1963, c. 63-376, S 6, eff. July 1, 1963.

230.232 Pupil assignment; powers and duties of county boards of public instruction.--

(1) The county board of public instruction of the several counties are hereby authorized ' and directed to provide for the enrollment in a public school in the county of each child residing in such county who is qualified under the laws of this state of admission to a public school and who applies for enrollment in or admission to a public school in such county. The authority of each such board in the matter of the enrollment of pupils in the public schools shall be full and complete. No pupil shall be enrolled in or admitted to attend any public school in which such decisions of such board.

(2) In the exercise of authority conferred by subsection (1) upon the county boards of pupil instruction, each such board shall provide for the enrollment of pupils in the respective public schools located within such county so as to provide for the orderly and efficient administration of such public schools, the effective instruction of the pupils therein enrolled, and the health, safety, education and general welfare of such pupils. In the exercise of such authority the board shall prescribe school attendance areas and school bus transportation routes and may adopt such reasonable rules and regulations as in the opinion of the board shall best accomplish such purposes. The county boards of public instruction shall prescribe appropriate rules and regulations to implement the provisions of the subsection and other applicable laws of this state and to that end may use all means legitimate, necessary and proper to promote the health, safety, good order, education and welfare of the public schools and the pupils enrolling therein or seeking to enroll therein. In the accomplishment of these objectives the rules and regulations to be prescribed by the board may include, but be not limited to, provisions for the conduct of such uniform tests as may be deemed necessary or advisable in classifying the pupils according to intellectual ability and scholastic proficiency to the end that there will be established in each school within the county an environment of equality among pupils of like qualifications and academic attainments. In the preparation and c conduct of such tests andin classifying the pupils for assignment to the schools which they will attend, the board shall take into account such sociological, psychological and like intangible social scientific factors as will prevent, as nearly as practicable, any condition of socio-economic class consciousness among the pupils attending any given school in order that each pupil may be afforded an opportunity for a standard of instruction within his ability to understand and assimilate. In designating the school to which pupils may be assigned there shall be taken into consideration the request or consent of the parent of guardian or the person standing in locoparentis to the pupil, the available facilities and teaching capacity of the several schools within the county, the effect of the admission of new students upon established academic programs, the effect of admission of new pupils on the academic progress of the other pupils enrolled in a particular school, the suitability of established curriculum to the students enrolled or to be enrolled in a given school, the adequacy of a pupil's academic preparation for admission to a particular school, the scholastic aptitude, intelligence, mental energy or ability of the pupil applying for admission and the psychological, moral, ethical and cultural background and qualifications of the pupil applying for admission as compared with other pupils previously assigned to the school in which admission is sought. It is the intention of the legislature to hereby delegate to the local school boards all necessary and proper administrative authority to prescribe such rules and regulations and to make such decisions and determinations as may be requisite for such purposes.

(3) (a) The parent or guardian of any child, or the person standing in loco parentis to any child who shall apply to the appropriate public school within the county in which such child resides, and whose application for such enrollment shall be denied may, pursuant to rules and regulations established by the county boards of public instruction, apply to such board for enrollment in such school and shall be entitled to a prompt and fair hearing by such board in accordance with the rules and regulations establihed by such board. The majority of such board shall be quorum for the purpose of holding such hearing and passing upon such application and the decision of the majority of the members present at such hearing shall be the decision of the board.

If at such hearing the board shall find that such child is entitled to be enrolled in such school or if the board shall find that the enrollment of such child in such school will for the the best interest of such child and will not interfere with the proper administration of the school or with the proper instruction of the pupils there enrolled and will not endanger the health or safety of the pupils there enrolled, the board shall direct that such child be enrolled in and admitted to such school. If the board finds that the child is not entitled to be enrolled in such school or that his enrollment in such school would not be for the best interest of the child or that his enrollment would seriously interfere with the proper administration of such school or with the proper instruction of the pupils there enrolled or that the child's admission to such school would endanger the health or safety of the children there enrolled, the board shall deny the petition of enrollment and direct the enrollment of the child in such other school in the county as shall be determined by the board to be best adapted or qualified to serve the best interests of the child and of the public school system.

(4). The county school boards of the public schools of Florida are authorized and empowered to conduct surveys within their respective counties to determine the attitudes and feelings of the citizens of their respective communities with the subsequent purpose of formulating plans to maintain, preserve and improve the public school system of Florida.

(5) The county school boards are authorized and empowered to create and appoint citizens committees and study groups from their localities to assist in the aforementioned surveys and plans.

(6) The county school boards shall be authorized to employ special counsel to assist the county school board's attorney in representing the board in any ligigation involving rules and regulations and rulings and decisions of the board under the provisions of this section.

(7) The provisions of this law are severable, and if any section or provision of this law shall be held to be in violation of the constitution of Florida or of the United States, such decision shall not affect the validity or enforceability of the remainder of this law.

230.41 Removal of trustees.--Any trustee failing to discharge the duties of his position may be removed by the state board after ten days' written notice to such trustee as provided in S 229.08.

230.42 General powers of trustees.--The powers of the turstees shall be advisory in nature and not administrative or controlling powers. The general advisory powers of trustees shall be as follows:

(1) Consult with patrons, teachers, or principals regarding all matters relating to the welfare of the schools of the district, in order to determine the progress and needs of those schools. They shall, however, have no authority over instructional matters except in an advisory capacity.

(2) Advise with county school officials.--The trustees shall advise with the county superintendent and county board and make recommendations with respect to the general welfare and needs of the schools of the district.

230.43 Specific powers and responsibilities of trustees.--The specific powers of the trustees, which shall be exercised by the trustees of any district only when acting as a body, shall be the following:

(1) Nomination of supervising principals or principals.--To consider the recommendations of the county superintendent regarding all persons to be nominated by them for supervising principals or principals of all district schools and to make nominations for reappointment of supervising principals or principals shall be submitted to the county board at least eight weeks before the close of school.

(2) Nomination of other members of the instructional staff and other personnel.--To consider recommendations of the supervising principal or the principals of the schools in the district and the county superintendent regarding the nomination of teachers and other members of the instructional staff to serve in the schools and to make nominations for such positions to the county board; providing, that all nominations for reappointment of members of the instructional staff shall be submitted to the county board at least six weeks before the close of school. If any nomination is rejected for good cause as herein prescribed, the trustees shall, after considering recommendations of the supervising principals or the principals of the schools in the district and the county superintendent, submit a second nomination for such position to the county board.

(6) School buildings, grounds, and equipment.--To have general supervision of the buildings, grounds, equipment, and other property of the schools of the district and to recommend to the county superintendent or to the county board at an official meeting such repairs and alterations as may be considered necessary.

(7) Use of property for other purposes.--To permit the use of the school buildings and grounds of the district for civic, social, recreation and community purposes; provided, however, that such use does not interfere with the school program nor materially increase the maintenance cost of the property.

(1) Nomination of supervising principals or principals.--To consider the recommendations of the county superintendent regarding all persons to be nominated by them for supervising principals or principals of all district schools and to make nominations for reappointment of supervising principals or principals shall be submitted to the county board at least eight weeks before the close of school.

(2) Nomination of other members of the instructional staff and other personnel.--To consider recommendations of the supervising principal or the principals of the schools in the district and the county superintendent regarding the nomination of teachers and other members of the instructional staff to serve in the schools and to make nominations for such positions to the county board; providing, that all nominations for reappointment of members of the instructional staff shall be submitted to the county board at least six weeks before the close of school. If any nomination is rejected for good cause as herein prescribed, the trustees shall, after considering recommendations of the supervising principals or the principals of the schools in the district and the county superintendent, submit a second nomination for such position to the county board.

(6) School buildings, grounds, and equipment.--To have general supervision of the buildings, grounds, equipment, and other property of the schools of the district and to recommend to the county superintendent or to the county board at an official meeting such repairs and alterations as may be considered necessary.

(7) Use of property for other purposes.--To permit the use of the school buildings and grounds of the district for civic, social, recreation and community purposes; provided, however, that such use does not interfere with the school program nor materially increase the maintenance cost of the property.

GEORGIA

Duties of the Local Board (The County Board)

32-907. **Officers of county boards; quorum; record of proceedings.--The board of education shall elect one of their number president, who shall serve as such during the term for which he was chosen a member of the board. The county superintendent of schools shall be an ex-officio secretary of the board. A majority of the board shall constitute a quorum for the transaction of business. It shall be the duty of said secretary to be present at the meetings of the board, and to record in a book, to be provided for the purpose, all their official proceedings. which shall be a public record open to the inspection of any person interested therein, and all such proceedings, when so recorded, shall be signed by the president and countersigned by the secretary. (Acts 1919, p. 322.)**

32-908. **Sessions.**--It shall be the duty of the county board of education to hold regular sessions on the first Tuesday of the month succeeding the election, and each month thereafter at the courthouse of the county, for the transaction of business pertaining to the public schools, with power to adjourn from time to time; and in case of the absence of the president or secretary, they may appoint one of their own number to serve temporarily. (Acts 1919, p. 323.)

32-909. School term. School property and facilities.--The county boards of education shall have the power to purchase, lease, or rent school sites; build, repair or rent schoolhouses, purchase maps, globes, and school furniture, and make all arrangements necessary to the efficient operation of the schools. The said boards are invested with the title, care and custody of all schoolhouses or other property, with power to control the same in such manner as they think will best serve the interests of the common schools; and when, in the opinion of the board, any schoolhouse site has become unnecessary or inconvenient, they may sell the same in the name of the county board of education; such conveyance to be executed by the president or secretary of the board, according to the order of the board. They shall have the power to receive any gift, grant, donation, or devise made for the use of the common schools within the respective counties, and all conveyances of real estate which may be made to said board shall vest the property in said board of education and their successors in office. It shall also be the duty of said board of education to make arrangements for the instruction of the children of the white and colored races in separate schools

They shall, as far as practicable, provide the same facilities for both races in respect to attainments and abilities of teachers, but the children of the white and colored races shall not be taught together in any common or public school. In respect to the building of schoolhouses, the said board of education may provide for the same by a tax on all property located in the county and outside the territorial limits of any independent school system. The construction of all public school buildings must be approved by the superintendent and board of education and must be according to the plans furnished by the county school authorities and the State Board of Education. (Acts 1919, p. 323; 1937, pp. 882, 892; 1946, pp. 206, 207.)

32-910. Powers of county boards as sxhool court.--The county board of education shall constitute a tribunal for hearing and determining any matter of local controversy in reference to the construction of administration of the school law, with power to summon witnesses and take testimony if necessary; and when they have made a decision, said decision shall be binding upon the parties. Either of the parties shall have the right of appeal to the State Board of Education, and said appeal shall be made through the county superintendent of schools in writing and shall distinctly set forth the question in dispute, the decision of the county board and testimony as agreed upon by the parties to the controversy, or if they fail to agree, upon the testimony as reported by the county superintendent of schools: Provided, that this section shall not apply to any public school system established prior to the adoption of theConstitution of 1877. (Acts 1919, p. 324; 1947, pp. 1189, 1190.)

32-606. Local units of school administration; eligibility to receive State funds.--The several county, independent, and area public school systems of this State, as now or hereafter established pursuant to provisions of law, shall be local units of school administration for the purposes of this Chapter. The qualifications, manner and time of selection, election or appointment, tenure, State compensation if provided for, and powers and duties of superintendents and members of boards of education of the several local units of administration shall be as prescribed by law: Provided, however, that such superintendents and members of local boards of education shall comply with, execute, and enforce the provisions of this Chapter and other school laws, and provisions of rules, regulations, policies and standards adopted by the State Board of Education pursuant thereto, in order to render the respective local units of administration eligible to receive State funds under provisions of this chapter. (Acts 1964, pp. 3,8.)

32-607. Local units of school administration; employment of personnel.--All teachers, principals, other certificated professional personnel, and all other school personnel of local units of administration shall be employed by local boards of education on the recommendation of the superintendent of schools of the local unit: Provided, however, any board, by a vote of three-fourths of the entire membership of such board, may employ teachers, principals, other certificated professional personnel and all other school personnel without the recommendation of the superintendent. Minimum qualifications for emplpyment of all school personnel may be prescribed by the State Board of Education unless otherwise provided by law. Employment contracts of teachers, principals and other certificated professional personnel shall be in writing and shall be signed in duplicate by such personnel on their own behalf and by the local superintendent of schools on behalf of the local board of education. (Acts 1964, pp. 3,9.)

32-608. Certification and classification of professional school personnel; revocation of certificates; definitions.--The State Board of Education shall provide, by regulation, for certifying and classifying all teachers and other certificated professional personnel employed in the public schools of this State, and no such personnel shall be employed in the public schools of this State unless they shall hold a certificate issued by the State Board certifying to his or her qualifications and classification in accordance with such regulations. The State Board shall establish such number of classifications of teachers and other certificated professional personnel as the Board may, in its discretion, find reasonably necessary or desirable in the operation of the public schools: Provided, however, that such classifications shall be based only upon academic, technical, and professional training and experience of such personnel. The State Board is authorized to provide, by regulation, for revoking or denying certificates for good cause, after investigation is had and notice and hearing is provided the certificate holder. The State Board shall, by regulation, define the term "certificated professional personnel,) as used in this Chapter and shall designate and define the various classifications of professional personnel employed in the public schools of this State that shall be required to be certificated under provisions of this section. Without limiting the generality of the foregoing, the term "certificated professional personnel" shall be deemed to include principals, instructional supervisors, visiting teachers, school librarians, guidance counselors, and county or regional librarians. (Acts 1964, pp. 3 9.)

LOUISIANA

(From S 81.)

General Powers of Parish School Boards:

1. Determine number of schools to be opened.
2. Location of the school houses.
3. Number of teachers to employ.
4. Select teachers.
   a) From nominations of the parish superintendent, or
   b) Without the superintendent's nomination,by vote of a majority of full membership of the parish board.
5. Employ teachers, determining whether for a period of a month or a year, and fixing the saleries; "provided that there shall be no discrimination as to sex in the fixing thereof and provided further, that it is not the purpose of this section to require or direct the reduction of any salery, or salery schedule, presently in force."

6. "The boards shall see that the provisions of the state school laws are complied with."
7. Make "rules and regulations for its owngovernment, not inconsistent with law or with the regulations of the Louisiana State Board of Education, as it may deem proper."
8. "The regular meetings of each board shall be held in the first week of January, April, July and October, on such day of the week as each board shall select, and they may hold such special or joint meetings as the boards may determine or as occasion may require."
9. Use "proper vigilance" to secure all funds necessary for support of the schools, including the state funds apportioned thereto, and all other funds.
10. "In order to assist in carrying out the provisions of R.S. 17:267 and 10 US.C. 389, both of which encourage the teaching of military science and tactics, each school is hereby authorized to execute an indeminity bond and/or mortgage its school plants and land for the express and sole purpose of securing the safekeeping of property and equipment loaned to them by the Federal Government under the National Defense Act. (39 Stat. 192; 10 US.C. 389). The bond shall be such as will bear the approval of the Attorney General of the State of Louisiana and the appropriate department of the federal government.
11. The secretary shall keep a record of all transactions and proceedings of the board.
12. Receive land by purchase or donation for school houses.
13. Construct school building, including outbuilding and enclosures for protection of property.
14. Provide for and repair "necessary furniture, equipment and apparatus."
    "All contracts for new buildings and improvements costing more than one thousand dollars, shall be let to the lowest bidder, the board reserving the right to reject any and all bids."
15. Recover any damage to property within the board's charge.
16. Change any sites or dispose of any sites no longer useable for school purposes, "provided that the Orleans Parish School Board shall have authority to prescribe the rules and regulations to govern the building and equipping and repairing of school houses and the dates of the meetings of that board."

1963 Amendment to S 81:

S 1: "Any other provision of the law to the contrary notwithstanding, each parish school board and each city school board is hereby authorized to borrow from banks or other financial institutions, funds not to exceed ten percent of its budget for 1962-1963. Such funds may be borrowed under the provisions of this act soley for operating expences and only after approval of the State Bond and tax Board and the State Superintendent of Public Education.

"S 2. Each school board is authorized to pledge to the banks or other financial institutions for repayment of loans made under authority of this act, each board may execute a cause to be executed notes, certificates or indebtedness or other evidences of indebtedness payable before the close of the 1963-1964 school year. All notes or other evidencing money borrowed under provisions of this Act shall be authorized by appropriate resolution and shall be signed and executed by the president and the treasurer of the school board."

"S 3. The provisions of this Act shall apply to those parish and city school boards which had operating deficits during the fiscal year 1962-1963...."

MISSISSIPPI

Tax Levy for Minimum Education Program.--On or before Sept 1, State Bd. of Education shall certify to each county bd. of supervisors the amount of minimum tax effort required of each county, exceeding the separate school districts therein for the current fiscal year. The Bd. of supervisors may borrow or levy additional taxes.

Budgets. 6534-07.--On or before July 15th of each year, the county supt. of education shall file budget with state supt. of education. Such budget shall contain detailled statement.

Bd of trustees of each district except municipal separate school districts to file their budget with County supt. of education, not later than July 5th.

Trustees of munic. sep. school district file on or before July 15th w/State superintendent of education.

Textbooks.--The state textbook board adopts anf furnishes textbooks only for use in those courses set up in State Course of study adopted by State Board of Education or courses adopted by the Legislature.

S 6274-03 **Control of school funds by county boards of education.**--The county boards of education shall have full control of the distribution funds provided for the support and operation of the county school system whether such funds be derived from state appropriations, local aid valorem tax collections, or otherwise, but not including those fundspprovided for the support of the minimum education program in the municipal separate school districts of said county. All funds so received shall be deposited in the county depository to the credit of the minimum education program fund of the county in such manner that separate and distinct accounts shall be maintained in said depository for the amount allotted for each of the separate items of cost of the minimum education program set forth in Senate Bill No. 1205 [ch 14] Extraordinary Session of 1953 [SS 6248-01 et seq] it being intended hereby that accounts shall be maintained separately for the amounts allotted for teachers salaries, transportation costs, county administrative expenses, and other current costs are provided in said Senate Bill No. 1205 [ch 14] Extraordinary Session of 1953 [SS 6248-01 et seq]. In addition thereto, the county board of education shall cause books and records of accounts to be kept of said funds, which said books and records of accounts shall be kept to cover separately the amounts so allotted for teachers' salaries, transportation costs, county administrative expense, and other current costs.

The amounts allotted to the county school system of teachers' salaries and other current costs shall be allotted by the county board of education to each school district in the county school system and each school therein upon the basis of the number of teacher units in each such schooldistrict and school therein as is more specifically provided in said Senate Bill No. 1205 [ch 14], Extraordinary Session of 1953 [SS 6248-01 et seq], and books and records of acoounts shall be kept showing separately the amount so allotted to each such school idstrict and school therein. All disbursements made shall be drawn against the proper fund in the county depository and charged upon such books and records of accounts against the proper account therein. Sources: Laws, 1953, Ex Sess ch 16, S 3.

S 6336-04 **Pupils entitled to transportation.**--Only those pupils of legal school age and in actual attendance in the public schools who live a distance of one mile or more by the nearest traveled road from the school to which they are assigned, shall be entitled to transportation within the meaning of this act. Pupils who live within the corporate limits of a municipality and who are assigned to a school within said corporate limits shall not be considered as eligible for transportation within the meaning of this act except those pupils who are otherwise eligible for transportation under the provisions of Chapter 299, General Laws of 1958; provided, however that those pupils included within the corporate limits of a municipality because of an extension of the corporate limits of such municipality who are otherwise entitled to transportation shall remain eligible for transportation within the meaning of this act for the balance of the fiscal year during which such municipal limits are extended. The county boards of education or the boards of trustees of the municipal separate school districts with added territory, as the case may be, amy, however, provide transportation to such crippled and physically handicapped children as may be designated by such boards of education, or boards of trustees, when the failure to do would result in undue hardship, even though such children are not otherwise entitled to transportation under the provisions of this act. Provided nothing contained herein shall be construed to bar any children from such transportation, where he or she lives less than one mile and is on the regular route of travel of a school bus, and space is available in such bus for such transportation, provided no state funds shall be paid for transportation of children living within one (1) mile of the school, and such children shall not be included in transportation reports. Where space is available, however, students attending agricultural high schools and junior colleges shall be allowed transportation on established routes in county owned buses for members of his own race, but no additional funds shall be allocated or expended for such purposea, but such persons shall not be included in transportation reports.

Nothing in this act shall affect or defeat any claim, suit, right or cause of action which shall have begun before the effective date of this Act.

Sources: Laws., 1953, Ex. Sess.ch. 14, S 3; 1959, Ex.ch. 29, S 3. [5 Miss Supp]

Note: Judicial Decisions For.--For children to be entitled to bus transportation between their home and their school they must live a mile or more from the school by the nearest traveled road, and the distance is to be determined from the door of their residence rather than from the intersection of their private driveway with a public road. Madison County Board of Education v Granthan, 250 M 767, 168 So 2d 515.

S 6336-05. Proposed transportation plan to be submitted.--Each county board of education and each board of trustees of a municipal separate school district with pupils entitled to transportation shall, not later than April 15th of each year, submit to the state board of education the proposed plan, or plans, for routing all buses within the respective counties and municipal separate districts for the ensuing school year. Separate plans shall be submitted for children of the white race and for children of the colored race. The state board of education shall approve only those proposed transportation routes which meet the requirements of the law, as herein provided, and such rules and regulations as may be of the law, as herein provided, and such rules and regulations as may be promulgated or prescribed by the state board of education. Any proposed transportation route which is not approved by the state board of education shall be returned immediately to the proper county board of education, or municipal separate school board with added territory, as the case may be, for correction in accordance with the requirements of the law and regulations of the state board of education. No funds shall be distributed or disbursed by the state board of education to be expended for transporting children to any school district operating a school until such school district shall have conclusively shown that it has complied with all requirements of the laws of the State of Mississippi for the operation of schools and school districts, and until such school district shall have complied with all the applicable regulations of the state board of education.

S 6328-22 Organization of board of trustees-quorum.--The board of trustees of school districts shall organize by the election of a president and a secretary whose duty it shall be to make reports and to perform all other duties required by law. A majority of the members of the board of trustees shall constitute a quorum for the transaction of business.

S 6328-23. Meetings.--The boards of trustees of municipal separate school districts and consolidated school districts shall meet regularly at such time and at such place as shall be designated by an order entered upon the minutes thereof, and at such regular meetings such boards may transact any business within their lawful power and authority. Special meetings of such boards of trustees shall be held upon the call of the president thereof, or upon the call of a majority of the members thereof. When the county board of education is acting as the board of trustees of a county-wide school district it shall hold regular meetings at the time and place specified in section 1 of Senate Bill No. 1207 [Ch 16] Extraordinary Session of 1953 [S 6374-01], but special meetings thereof as the board of trustees may be called in the manner specified in this section for the calling of special meetings of boards of trustees of municipal separate school districts and consolidated school districts.

S 6328-23.5. Reimbursement of trustees of municipal separate school districts for necessary travel.--The board of trustees of any municipal separate school district, special municipal separate school district, and of any county school district embracing less than all of the territory of any county exclusive of territory within any municipal separate school district, may in its discretion, pay to the individual members of such board of trustees the sum of Seven Cents (7¢) per mile for all travel by such members made necessary by virtue of the performance of the duties of the office of trustee. Such travel expense shall be paid on order of the board of trustees by pay certificates issued by the proper officer of the school district involved against the funds available for payment of the administrative expense of said district.

S 6328-24. Powers and duties.--The Boards of Trustees of school districts shall have the following powers, authority, and duties in addition to all others imposed or granted by law, to-wit:

1. To organize the schools of the district and to make such division between the high school grades and elementary grades as, in their judgment, will serve the best interests of the school. In the event the Board of Trustees provides for a high school of six (6) grades, the lower division thereof may be designated as the junior high school and the higher division thereof may be designated as the senior high school, all in the discretion of the Board of Trustees:

2. To introduce public school music, drawing, manual training, and other special subjects into either the elementary or high school grades as the Board of Trustees shall deem proper;

3. To be the custodians of the school property and to manage, control and care for same, both during the school term and during vacation;

4. To have responsibility for the erection, repairing, and equipping of school facilities and the making of necessary school improvements:

5. To suspend or expel a pupil for misconduct in the school, upon school buses, on the road to and from school, during recess or upon the school playground;

6. To visit each school in the district in a body at least once during the session for the purpose of determining what can be done for the improvement of the school in a general way;

7. To assist the Superintendent, Principal and teachers where necessary for the proper discipline of the school;

8. To exclude from the schools children of filthy or vicious habits, and children suffering from contagious or infectious diseases;

9. To require upon the recommendation of the State Board of Health, and the County Health officer in whose health jurisdiction the school rests, the vaccination of school children against smallpox, typhoid fever, poliomyelitis or other contagious or infectious diseases and to require chest x-rays as soon as practicable, and to exclude from the schools children who have not been so vaccinated, as soon as practicable; however, the provisions hereof shall

not apply to children whose parents or guardians are certified by an officer of their church to be bona fide members of a recognized denomination whose religious teachings require reliance on prayer or spiritual means for healing. It is further provided that no child shall be required to submit to any vaccination where the parent has caused to be filed with the Board of Trustees a certificate of a physician that such vaccination would be dangerous to the health or safety of such child.

10. To see that fuel and heating are provided in the schools at all times when same is needed;

11. To authorize the use of the school buildings and grounds for the holding of public meetings and gatherings of the people under such regulations as may be prescribed by said Board;

12. To prescribe and enforce rules and regulations not inconsistent with law or with the regulations of the State Board of Education for their own government and for the government of the schools and to transact their business at regular and special meetings called and held in the manner provided by law;

13. To maintain and operate all of the schools under their control for such length of time during the year as may be reqiured;

14. To enforce in the schools the courses of study and the use of the textbooks prescribed by the proper authorities;

15. To suspend or dismiss pupils when the best interest of the schools makes it necessary and to deny admission to or suspend or dismiss children who are found to be so mentally or emotionally abnormal that their attendance at the school is detrimental to the best interest of the child involved or to the other pupils attending the school;

16. To make orders directed to the County Superintendent of Education for the issuance of pay certificates for lawful purposes on any available funds of the district;

17. To select Superintendents, Principals and teachers in the manner provided by law;

18. To provide and regulate athletic programs and other school activities;

19. To join in their discretion any association of School Board Trustees or School Boards; provided, however, no membership dues or pro rata expense of any such association may be paid from any funds of the school district, local or minimum foundation.

S 6328-25. Power to suspend pupil.--The superintendent of a school district and the principal of a school shall have the power to suspend a pupil for any reason for which such pupil might be suspended, dismissed or expelled by the board of trustees, but such action of the superintendent or principal shall be subject to review by and the approval or disapproval of the board of trustees.

SUMMERIZATION OF SELECTION AND SUSPENSION OF SUPERINTENDENT' PRINCIPALS & TEACHERS

Selection of Superintendent of School District.--The county superintendent of education is the superintendent of a countywide school district and spearate school districts embracing an entire county of less than 15,000 persons. In all other school districts the board of trustees shall select the superintendent on or before January 15th. The boards of trustees in municipal separate school districts may contract with the superintendent whereas in a county school district other than a countywide district, the board of trustees must notify the county superintendent of their selection who then contracts with school district superintendent.

Selection of Principals As soon as possible after January 15th and no later than Feburary 15th of each year, the superintendent of each school district recommends to the district's board of trustees principals for each of the district's schools. These recommendations should be approved unless good reason to the contrary exists, in which case the superintendent makes additional recommendations.

Selection of Teachers.--On or before April 1st of each year school principals recommend to the district superintendents teachers to be employed by the school. If such recommendations are a proved by the superintendent, he recommends the employment of such teachers to the district board of trustees, who shall elect the teachers unless good reason to the contrary exists, in which case additional recommendations are made by the principals and superintendents.

Suspension of Superintendent,
Principal or Teacher notice-appeal.--For incompetence, neglect of duty, immoral conduct, intemperance, brutal treatment of a pupil or other good cause the county superintendent of the municipal separate school district may remove or suspend any superintendent, principal, or teacher. Before being so removed or suspended the accused person is entitled to notice of the charges against him and a public hearing. Notice to be written and given at least 10 days before date of the hearing.

The appropriate superintendent has power as a justice of the peace to issue subpoenas for witnesses. Either the accused or the accuser may appeal the hearing decision to the State Board of Education, and from there to the chancery court.

The appropriate superintendent should notify district board of trustees to fill any vacancies created by the procedure outlined above.

6328-76 Power of school district to acquire existing buildings--may issue bonds.--The power granted to any school district to construct, erect, and equip school buildings under any of the provisions of this act shall include also the power to acquire by purchase, donation or otherwise existing buildings, and the power to enlarge, make additions to, renovate and remodel existing buildings. School districts may issue bonds or other evidence of debt in the manner and subject to the limitations otherwise provided by law for constructing, erecting, equipping, acquiring, enlarging, making additions to, renovating and remodeling school buildings under the provisions of this act.

S 6334-01 Trustees to assign pupils.--When any child shall apply or present himself for enrollment in or admission to the public schools of any school district of this state, the board of trustees of such school district shall have the power and authority to designate the particular school or attendance center of the district in which such child shall be enrolled and which he shall attend, and no enrollment of a child in a school shall be final or permanent until such designation shall be made by said board of trustees. No child shall be entitled to attend any school or attendance center except that to which he has been assigned by the board of trustees; however, the principal of a school or superintendent of the district may, in proper cases, permit a child to attend a school temporarily until a permanent assignment is made by the board of trustees.

S 6334-02 Consideration in making assignments.--In making assignments of children to schools or attendance centers as provided in this act, the board of trustees shall take into consideration the educational needs and welfare of the child involved, the welfare and best interest of all the pupils attending the school or schools involved, the availability in the community involved, and all other factors which the board of trustees may consider pertinent, relevant or material in their effect on the welfare and best interest of the school district and the particular school or schools involved. All such assignments shall be on an individual basis as to the particular child involved and, in making such assignment, the board of trustees shall not be limited or circumscribed by the boundaries of any attendance areas which may have been established by such board of trustees.

S 6334-03. Application for review of assignments-hearing.-If the parent, guardian, or other person having custody of any child shall feel aggrieved by the assignment of such child to a school or attendance center by the board of trustees, then such parent, guardian, or other person may, at any time within thirty (30) days after such assignment make application in writing to the board of trustees for a review of reconsideration of such assignment. Upon receiving any such application, the board of trustees shall set a time and place for the hearing thereof which time shall be not more than fifteen (15) days after the regular meeting of said board next succeeding the date of the filing of said application. At the time and place so fixed, the person filing such application shall have the right to appear and present evidence in support of said application. After hearing said evidence, the board of trustees shall determine whether said application is well taken and supported by the evidence and shall enter an order either affirming its previous action or modifying or changing same as said board of trustees shall find proper.

Note: Judicial decisions for.--A parent objecting to the assignment of a child to an attandance center in the county of residence may apply to the trustees for a review, and appeal from their determination to the county board of education, and thence to the circuit court Board of Education v State Education Finance Com. 243 M 782, 138 So 2d 912.

S 6334-04 Appeals to county board of education.--If the person filing such application shall be dissatisfied with the decision and findings of the board of trustees upon the hearing thereof, then such person shall have the right, within fifteen (15) days from the date of the final order of the board of trustees, to appeal therefrom to the county board of education. Such appeal shall be taken by filing a petition for a review of the decision of the board of trustees with the county superintendent of education and by filing a copy of such petition with the president of the board of trustees of the district involved. Upon receiving such petition, the county board of education shall set a time and place for the hearing of said appeal, which time shall be not more than fifteen (15) days after the regular meeting of said board next succeeding the date of the filing of said petition, and shall give notice thereof to the person filing said petition and to the board of trustees of the school district involved. All parties shall have the right to appear at the time and place so fixed and present evidence at such hearing. A After hearing such evidence, the county board of education shall enter an order either affirming the action of the board of trustees or reversing same and, in the event of a reversal thereof, the county board of education shall enter such order as may be justified by the evidence.

S 6334-05 Appeals to circuit court-jury trial.--If any interested person, or the board of trustees of the school district involved, shall feel aggrieved at the order of the county board of education, such person or board of trustees may, at any time within thirty (30) days from the date of such order, appeal therefrom by filing a petition for appeal in the circuit court of the county in which the school district involved is located. Upon the filing of such petition for an appeal, process shall be issued for and served upon the person involved or the president of the board of trustees of the school district involved, as the case may be, and upon the president of the county board of education. Upon being served with process, it shall be the duty of the county board of education to transmit promptly to the court a certified copy of the entire record of the proceedings as shown by the file of the county board of education. Upon such appeal the matter shall be tried de novo in the circuit court before a jury in the same ma manner as other civil cases are tried and disposed of therein. If the verdict of the jury be that the order of the county board shall be affirmed then the court shall enter its judgment affirming the action of the county board. If the verdict of the jury be that the order of the the county board should be set aside, then the court shall enter its order so providing and remanding the matter for further consideration and determination by the county board. From the judgment of the circuit court, an appeal may be taken by any interested party to the supreme court in the same manner as other appeals are taken from other judgments of such court.

S 6334-06. Assignment in county-wide school districts.--In counties organized into county-wide school districts under the provisions of House Bill No. 3[ch 12] Extraordinary Session of 1953 [SS 6328-01 et seq] and wherein the county board of education acts as the board of trustees of such district, the power to designate the particular school or attendance center of the district in which children shall be enrolled and permitted to attend school shall be vested in s saidccounty board of education acting as the board of trustees of such district, and appeals from orders of said county board made under the authority of this act shall be taken directly to the circuit court of the county in the manner provided in section 5[S 6334-05] of this act. Appeals from orders of boards of trustees of line districts entered under the authority of this act shall be taken, under the provisions of section 4[S 6334-04] of this act, to the county board of education of the home county as defined in section 2[S 6328-52] House Bill No. 16[ch 25] Extraordinary Session of 1953.

TEXAS: VERNONS REVISED CIVIL STATUTES
ANNOTATED VOL. 8.

Art. 2703- County Board of Education Vested with the general managements supervision, and control of the public schools and of the educational interests of each county.

Art. 2708- Scope of Board's authority- All the property, estate, funds, claims and donations now or hereafter vested by law in the public school authorities of any county for the benefit of the public pre schools of any county, are hereby transferred and vested in the county board of education. Said board is authorized, empowered, directed and required to maintain a uniform and effective system of public schools. Real and personal property granted, conveyed, devised or bequeathed for the use of any particular county, school district, or public school, shall be held in trust b said board for the benefit of any such county, school district, or school. Said board shall determine with and on the advice of the county superintendent of education, the educational policy of the county, and shall prescribe ruled and regulations for the conduct and management of the schools. The authority vested in said board shall apply to the county as a whole, including all cities and towns therein.

Art 2711- Consolidation of districts Said County Board of Education shall consolidate schools, w whereever in its judgment, it is practicable, and arrange if possible, for the transportation of pupils to and from such consolidated schools. Before consolidating two or more separate schools located in separate school districts said board shall call a meeting of the board of trustees of such school districts to meet with the county board of education for the purpose of giving such boards of local trustees an opportunity of being heard as to the advisability of making such consolidations.

Art 2713- To appoint teachers Said county board of education shall appoint, upon the written recommendation of the county superintendent, all princepals, teachers, clerical and professional assistants for the county authorized by the board. The county board shall suspend or dismiss for immorality, misconduct in office, insubordination, or incompetency, or wilful neglect of duty, or whenever, in the opinion of the board, the best interests of the school require it, superintendents, principals, teachers, or other employees or appointees of the board.

Art 2714- Grades and Courses Subject to the provisions of this law, said county board of edication shall on the written recommendation of its secretary--subject to the regulations of the state Board grade and standardize all schools under its jurisdiction and prescribe courses of study for same. A printed copy of these courses of study shall be supplied to every teacher and interested citizen of the county. The elementary schools of the county shall have grades from one to six inclusive, the junior high schools, grades seven to nine inclusive; and the senior high schools, grades ten and eleven inclusive. Upon the recommendation of the secretary, said board shall prescribe the conditions for admission of pupils from the elementary schools to t the junior high schools, and from the junior to the senior high schools.

Art. 2721- May borrow money Said board shall have authority, upon the recommendation of its secretary, to borrow money on the credit of the school fund of the county to meet salaries of teachers and current expenses when the current funds on hand are not sufficient to meet the same, to be secured by a pledge of the current revenues of the year. All such current loans, under the provisions of this article and other regulations of the board, shall be paid within the county school year in which such current loans are made, and from the funds accruing for the support of the schools within such given school year. The amount so borrowed shall at no time exceed one-third of the sum estimated for current expenses, as shown by the school budget of that year. Id.

Art. 2722. Right to acquire property. Said board shall have the right to purchase, acquire by the right of eminent domain, lease, receive, hold, transmit and convey the title to the real and personal property for school purposes, except where otherwise provided. It shall have the power to sue and contract, all contracts to be made after resolutions have been adopted by the board and spread upon its minutes. All processes shall be executed by service on the executive officers of the board. Id.

Art. 2723. To insure buildings. Said board is charged with the duty of seeing that every school building whose title is vested in the State, county or school district, is insured for its insurable value, and to this end may use such a part of the proceeds of the maintenance funds of the schools herein provided as may be specifically set apart for such purpose by said board. Id.

Art. 2724. Local renenue and taxation Said Board shall form a budget of the county funds to be used for the benefit of the public schools within said county during the year in which said funds are to be used, and which shall be composed of the State and County available school funds and of any other funds that may be received for any schools in said county from the State and also such local funds as may be derived by local taxes as hereinafter provided for. Immediately upon the adoption of this law and at such other times as they may deem necessary and to the best interest of the schools, said Board shall call an election of all qualified taxpaying voters of the county to determine whether or not the county will vote in favor of levying a tax for the maintenance of schools and bonds for the purchase of sites and the erection of school houses and teacherages. The aggregate amount of bonds issued for said purpose and the amount of maintenance tax shall never exceed One ($1.00) Dollar on the One Hundred ($100.00) Dollar valuation of taxable property and the specific rate of tax need not be determined in the election. Any district within the said county may continue to levy and collect any tax for maintenance and bonds heretofore provided, and any district within said county may hereafter provide by an election as provided in subdivision 4 of Chapter 13 for the levy and collection of an additional tax for maintenance and bonds, the proceeds of which tax are to be used for the benefit of the schools within said district. All property assessed for school purposes by the county shall be assessed at such valuation as may be fixed by a County Board of Equalization, and assessed and collected by an assessor and collector of taxes, all of which shall be appointed by the County Board of Education. Provided that in counties having a population of not less than three thousand, nine hundred sixty (3,960) and not more than four thousand (4,000) the rate of taxation for all purposes including maintenance and board purposes shall never exceed fifty (50) cents on the Hundred ($100.00) Dollar valuation of taxable property, and, provided further, that in such counties the assessment and collection of taxes shall be in the same manner as State and County and common school district taxes are assessed and collected and all taxable property shall be assessed on the same values as are used for State and County purposes. It is specifically provided that the bond endorsements now owned by existing Independent School Districts in the counties affected herein shall never be distributed by election or otherwise over the remainder of the County, but shall consititute a lien solely and alone against said Independent School District or Districts as now consitituted. Acts 1923, p. 237; Acts 1931, 42nd Leg; p. 835, ch. 348, S 1.

Act. 2730 District School Trustees Each school district elects for every school in the county discreet, competent and reliable persons of mature years, not exceeding three in number, residing near the school house, and having the respect and confidence of the community, to serve as trustees of the school. Such trustees shall care for the property, look after the general interests of the school, and from time to time make reports to the county board of education, through its secretary, showing the progress and needs of the schools and the will of the people in regard to the schools.

Art. 2732 Assignment of Teachers. District School Trustees have the power by unanimous vote to refuse to adcept the original assignment by the county board of education, of any teacher not later than thirty days before the time set for the opening of the school upon written notification to the county superintendent of education setting out the reason for such refusal, and it is hereby made the duty of said superintendent to nominate another teacher for such school; provided, however, that not more than three such teachers shall be assigned to any one place under the provisions of this article. Said trustees may file written charges with said county board of education requesting the removal of the principal or any teacher of said schools.

S 2738 Use of School Building The school trustees shall have the power in their discretion to authorize the use of the school building for such civic, social, recreational and community gatherings as in their opinion do not interfere with the principal use of the said school building or property, and provided that the building is placed in as clear a condition as it was when turned over to the person or persons requesting its use, ordinary wear and tear excepted.

Art 2827 Authorized expenditures of School Funds The public free school funds shall not be expended except for the following purposes:

(1) The State and county available funds shall be used exclusively for the payment of Teachers' and superintendents' salaries, fees for taking the scholastic census, and interest on money borrowed on short time to pay salaries of teachers and superintendents, when these salaries become due before the school funds for the current year become available; provided that no loans for the purpose of payment of teachers shall be paid out of funds other than those for the then current year.

(2) Local school funds from district taxes, tuition fees of pupils not entitled to free tuition and other local sources may be used for the purposes enumerated for State and county funds and for purchasing appliances and supplies, for the payment of insurance premiums, janitors and other employes, for buying school sites, buying, building and repairing and renting school houses, and for other purposes necessary in the conduct of the public schools to be determined by the Board of Trustees, the accounts and vouchers for county districts to be approved by the county superintendent; provided, that when the State available school fund in any city or district is sufficient to maintain the schools thereof in any year for at least eight months, and leave a surplus, such surplus may be expended for the purposes mentinned herein.

(3) All independent school districts having within their limits a city with a population of 160,000 or more according to the last preceeding Federal census shall, in addition to the powers now possessed by them for the use and expenditure of local school funds and for the issuance of school bonds, be expressly authorized and empowered, at the option of the governing body of any such school district, in thebuy8ng of school sites and/or additions to school sites and in the building of school houses, to issue and deliver notes of the school district, negotiable or non-negotiable in form, representing all or a part of the purchase price or cost to the school district of the land and/or building so purchased or built, and to secure such notes by a vendor's lien and/or deed of trust lien against such land and/or building, and, by resolution or order of the governing body of the school district made at or before the delivery of such notes, to set aside and appropriate as a trust fund, and the sole and only fund, for the payment of the principal of and interest on such notes such part and portion of the local school funds, levied and collected by the school district in that year and/or subsequent years, as the governing body of the school district may determine, provided that in no event shall the aggregate amount of local school funds set aside in or for any subsequent year, ten (10%) per cent of the local school funds collected during such year. Acts 1905, p. 263; Acts 1919,p. 189; Acts 1934, 43rd Leg; 4th C.S., p. 34, ch. 9, S 1.

Art. 2823 What shall constitute School fund. Besides other available school funds provided by law, one-fourth of all occupational takes and one dollar poll tax levied and collected for the use of public free schools, exclusive of the deliquencies and cost of collections; the interest arising from any bonds or funds belonging to the permanent school fund, and all the interest derivable from the proceeds of the sale of land heretofore set apart for the permanent school fund which may come into the State Treasury; all moneys arising from the lease of school lands, and such an amount of State tax not to exceed thirty five cents ($.35) on the one hundred dollar ($100.00) valuation of property, as may be from time to time levied by the legislature, shall constitute the available school fund, which fund shall be apportioned annually to the several counties of Texas, according to the scholastic population o of each, in the support and maintenance of the public free schools.

Art. 2866 Textbooks furnished without cost to pupils State Bd. of Education authorized and empowered and made its duty to purchase textbooks and distribute them without other cost to pupils attending public free schools within Texas.

Art. 2901. Where children may attend school Every child in Texas of scholastic age shall be permitted to attend the public free schools of the district or indipendent district in which it resides at the time it applies for admission, notwithstanding that it may have been enumerated elsewhere, or may have attended school elsewhere part of the year.

Art. 2901a. Transfer and placement of pupils to schools within and outside district; transfer of funds and teachers. District and county board of school trustees herinafter referred to as "Local Board" have full and final authority and responsibility, subject to appeal, for the assignment, transfer and continuance of all pupils among and within the public schools within it jurisdiction and may prescribe rules and regulations pertaining to those junctions. Subject to review by the local Board, the local board may exercise this responsibility directly or may delegate its authority to the superintendent or other person or persons employed by the local board. Factors to be considered in the assignment, transfer, and continuance of pupils:

(1) Available room and teaching capacity in the various schools;
(2) The availability of transportation facilities;
(3) The effect of the admission of new pupils upon established or proposed academic program;
(4) The suitability of established curricula for particular pupils;
(5) The adequacy of the pupils academic preparation for admission to a particular school and curriculum.
(6) The scholastic aptitude and relative intelligence or mental energy or ability of the pupil;
(7) The psychological qualification of the pupil for the type of teaching and associations involved;
(8) The effect of admission of the pupil upon the academic progress of other students
(9) Effect of admission upon prevailing academic standards at a particular school.
(10) The psychological effect upon the pupil of attendance at a particular school.
(11) The possibility or threat of friction or disorder among pupils or others;
(12) The possibility of breaches of the peace or ill will, or economic retalliation within the community.
(13) The home environment of the pupil.
(14) The maintenance or severance of established social and psychological relationships with other pupils and teachers;
(15) The choice and interests of the pupil;
(16) The morals, conduct, health and personal standards of the pupil;
(17) The request or consent of parents or guardians and the reasons assigned therefor.

Local Boards shall not consider matters relating to national origin of the pupil or the pupils' ancestial language.
Assignments may be made on the basis of sex.

S 5 Local boards may by mutual agreement provide for the admission to any school of pupils residing in adjoining districts whether in the same or different counties, and for the transfer of school funds or other payments by one board to another, for such attendance.

S 6 Subject to provisions of law governing tenure of teachers, local boards have authority to assign and reassign or transfer all teachers in schools within their jurisdiction.

Objections to or petition for assignment of pupils; hearing; investigation; examinations of pupils

S 7 A parent or guardian of a pupil may file in writing with the local board objection to the assignment of the pupil to a particular school, or may request by petition in writing assignment or transfer to a designated school or to another school to be designated by the board u unless a hearing is requested, the board shall act upon same within thirty (30) days, stating its conclusion. If a hearing is requeste the hearing shall be held within 30 days from receipt y by the board of the objection or petition, at a time and place within the school district designated by the board.

The board must conduct such hearing and such hearing shall be final on behalf of the board.

In addition to hearing such evidence relevant to the individual pupil, the board is authorized to conduct investigations as to any objection or request, including examination of the pupil or pupils involved, and may employ persons necessary for such investigations and examinations.

S 8 Commingling of races; written objection of parent or guardian Any other provisions of the la law, notwithstanding, no child shall be compelled to attend any school in which the races are commingled when a written objection of the parent or guardian has been filed with the local board, if such be the decision of the local board. If in connection therewith a requested assignment or transfer is refused by the local board the parent or guardian may notify the board in writing that he is unwilling for the pupil to remain in the school to which assigned, and the assignment and further attendance of the pupil shall then terminate; and such child is entitled to such aid for education as is authorized by law.

S 9 Finality of local boards decisions; appeal. The action of the board is final except that in t the event that the pupil or the parent or guardian, if any, of any minor or, if none, of the custodian of any such minor child shall, as next friend, file exceptinn before the local boards to the final action of the board as constituting a denial of any right of such minor guaranteed under the U.S. Consititution, and the local board doesn't reconsider its final action within 15 days, an appeal may be taken to the district court of the county in which the school board is located by filing a petition with the clerk within 30 days from the date of the boards final decision.

Art 2904 Powers of trustees over pupils The trustees of schools have the power to admit pupils over and under scholastic age, either in or out of the district, on such terms as they may deem proper and just; provided that in admitting pupils over and under the scholastic age, the school shall not be overcrowded to the neglect and injury offpupils within the scholastic age. The school trustees may suspend from the privileges of schools any pupil found guilty of incorrigible conduct but such suspension shall not extend beyond the current term of the school.

CODE OF VIRGINIA 1950, ANNOTATED
VOLUME 5, 1964 REPLACEMENT VOLUME.

S 022-72. Powers and Duties of County School Board.

(1) Enforcement of school law To see that the school laws are properly explained, enforced, observed.

(2) Rules for conduct and discipline To make local regulations for the conduct of the schools and for the proper discipline of the students which shall include their conduct going to and returning from school, but such local rules shall be in harmony with the general rules of the State Board and the statutes of Virginia.

(3) Information as to conduct To secure, by visitation or otherwise, as full information as possible about the conduct of the schools.

(4) Conducting according to law To take care that the schools are conducted according and with the utmost efficiency.

(5) Payment of teachers and officers To provide for the payment of teachers and other officers on the first of each monty or as soon thereafter as possible.

(6) School buildings and equipment To provide for the erecting, furnishing, and equipping of necessary school buildings and appurtenances and their maintenance.

(6a) Insurance To provide for the necessary insurance on school properties against loss by fire or against such other losses ad deemed necessary.

(7) Drinking Water To provide for all public schools an adequate and safe supply of drinking water and see that same is periodically tested and approved by or under the direction of the State Board of Health.

(8) Textbooks for indigent children School boards shall provide, free of charge, such textbooks as may be necessary for indigent children attending public schools; in systems providing free textbooks, the cost of furnishing such textbooks may be paid from school operating funds or the textbook fund or such other funds as are available; in systems operating rental textbook systems, school boards shall waive rental fees, or in their discretion, amy reimburse the rental textbook fund from school operating funds.

(9) Costs and expenses In general to incur costs and expenses, but only the costs and expenses of such items as are provided for in its estimates submitted to the tax levying body without the consent of the tax levying body.

(10) Consolidation of schools To provide for the consolddation of schools whenever such procedure will contribute to the efficiency of the school system.

(11) Other duties To perform such other duties as shall be prescribed by the State Board or as are imposed by law.

S 22-57. Appeals

Any five (5) interested heads of families, residents of the county, or city, who may feel themselves aggrieved by the action of the county or city school board, amy, within thirty (30) days after such action, state their complaint, in writing, to the division superintendent of schools, who, if he cannot within ten (10) days after the receipt of the complaint, satisfactorily adjust the same, shall, within five (5) days thereafter, at the request of any party in interest grant an appeal to the circuit court of the county or corporation court of the city or the judge thereof in vacation who shall decide finally all questions at issue, but the action of the school board on questions of discfetion shall Be final unless the board has exceeded its authority or has acted corruptly. The proceedings on such an appeal shall be informal, and no pleading shall be required, other than the complaint provided for.

When a school is owned or operated jointly by two or more counties, all questions arising with reference to the school, shall be decided by the majority vote of the combined county school boards which vote is final subject to appeal.

S 22-57.1 No county or city school Board is to be elected by popular vote.

S 22-72.1 Transportation of pupils Authorized county school boards may provide for the transportation of pupils, but are not required to provide transportation.

S 22-79 Emmeration of powers and duties of City School Boards

(1) Rules and regulations To explain, enforce, and observe the school laws, and to make rules for the government of the schools, and for regulating the conduct of pupils going and returning from school.

(2) Method of teaching and government employed To determine the studies to be pursued the methods of teaching, the government to be employed in the schools, and the length of the school term.

(3) Employment and control of teachers To employ teachers on recommendation of the divis division superintendent and to dismiss then when deliquent, ineficient or in anywise unworthy of the position; provided that no school board shall employ or pay a teacher from public funds unless the teacher has a valid certificate. It is unlawful for the school board of any city or any town constituting a separate school district, to employ or pay any teacher or other school employee related by consanguinity or affinity to the superintendent or member of the board, unless such employment originated prior to the inception of the relationship.

(4) Suspension or expulsion of pupils To suspend or expel pupils when the prosperity and efficiency of the school make it necessary.

(5) Free Textbooks To decide what children, wishing to enter the schools of the city, are entitled by reason of the poverty of their parents or guardians to receive textbooks free of charge and to provide for supplying them accordingly.

(6) Establishment of high and normal schools. To establish high and normal schools and such other schools as may, in its judgment, be necessary to the completeness and efficiency of the school system.

(7) Census. To see that the census of scholastic age children is taken within the proper time and in the proper manner.

(8) Meetings of board To hold regular meetings and to prescribe when and how special meetings may be called.

(9) Meetings of people To call meetings of the people of the city for consultation in regard to the school interests thereof, at which meetings the chairman or some other member of the board shall preside if present.

(10) Schoolhouses and Property To provide suitable schoolhouses, with proper furniture a and appliances, and to care for, manage, and control the school property of the city for these purposes it may lease, purchase, or build such houses according to the exigencies of the city and the means at its disposal. No schoolhouse shall be contracted for or erected until theplans therefor have been submitted to and approved in writing by the division superintendent of schools, and no public school shall be allowed in any building which is not in such condition and provided with such conveniences as are required by a due regard for decency and health; and when a schoolhouse appears to the division superintendent of schools to be unfit for occupancy, it shall be his duty to condemn the same and immediately to written notice to the chairman of the school board. No public school shall be held in said premises until thedivision superintendent certifies in writing to the city school board that he is satisfied with the condition of such building, and with the building's appliances.

(11) Visiting schools To visit the public free schools within the city, from time to time, and to take care that they are conducted according to law and with the utmost efficiency.

(12) Management and control of funds To manage and control the funds of the city made available to the school board for public schools to provide for the payment of teachers and the board's clerk, for the cost of providing school houses and the appurtenances thereto and the repair thereof, for school furniture and appliances, for necessary textbooks for indigent children attending the public free schools, and for any other expenses attending the administration of the public free school system, so far as the same is under the control of school officers.

(13) Approval and payment of claims To examine all claims against the school board, and when approval, to order or authorize the payment of said claims. A record of such approval, order or authorization shall be made in the board's proceedings. Payment of each claim shall be ordered or authorized by a warrant drawn on the treasurer or other city officer charged by law with the responsibility for receipt, custody and disbursement of the funds made available to the city's school board.

(14) Report of expenditures and estimate of necessary funds It is the duty of the school board of every city, once each year, more often if deemed necessary, to submit to t the council, in writing, a classified report of all expenditures and a classified estimate of funds deemed necessary for the proper maintenance and growth of the city's public schools, and to request the council to make provisions by appropriation or levy.

(15) Other duties prescribed by State Board. To perform such other duties prescribed by the State Board of imposed by law.

(16) Acquisition of land. City school boards have, in general, the same power in relation to thecondemnation or purchase of land and to the vesting of title theory, and also in relation to the title to and management of property of any kind applicable to school purposes, whether by gift, grant, devise, or any other conveyance and from whatever source, as county boards have in the counties, and in addition city school boards have the power to condemm not in excess of 15 acres of land for any one school when necessary for school purposes, except that when dwellings or yeards are invaded not more than 5 acres may be condemmed for any one school.

(17) Consolidation of schools To provide for the consolidation of schools whenever such procedure will contribute to the efficiency of the school system.

S 22-296. Selection of textbooks and appliances. The State Board selects textbooks and educational appliances, including films, for use in Virginia's public schools, exercising such descretion as it may see fit in the selection of books suitable for the schools in the cities and counties respectively.

S 22-318. Exemption or withdrawal of local school boards and school divisions from the provisions of the Virginia textbook law. Any county or city school board may in any year, by a resolution duly adopted by a recorded vote and certified to the State Board not later than June twentieth in such year, withdraw itself and its school division from the operation hereof, and upon such withdrawal such school board and its school division shall not for the following year or thereafter be subject to the provision hereof.

S 22-116. Annual school fund for the establishment, support and maintenance of public schools in Virginia consists of :

(1) State funds embracing the annual interest on the Literary Fund; all appropriations made by the General Assembly in public school purposes; that portion of the cupitation tax required by the Constitution to be paid into the State Treasury and not returnable to the localities, and such State Taxes as the General Assembly from time to tome may order leved.

(2) Local funds embracing such appropiations as may be made by the board of supervision or council for school purposes or such funds as shall be raised by levy by the board of supervisors or council, either or both as authorized by law, and donations or the income arising therefrom, or any other funds that may be set apart for local school purposes.

S 22-126 Authority to levy school tax; limitation of rate Each county, city and town if the town is a separate school district, is authorized to raise sums of money by a tax on all property, subject to local taxation, at such rate as may be deemed sufficient, but in no event more than three dollars ($3.00) on the one hundred dollars ($100.00 assessed value of the property in any one year to be expended by the local school authorities in establishing, maintaining, and operating such schools as in their judgment the public welfare requires and in payment of scholarships for the furtherance of elementary or secondary education and transportation costs as required or authorized by law; provided that in counties with a population of more than 6,400 but less than 6,500, such rate may be increased to four dollars ($4.00) on the one hundred dollars ($100.00) of assessed value of property in any one, year; and provided further that in counties having a population of more than 37,000 but less than 39,000 such rate may be increased to four dollars ($4.00) on the one hundred dollars ($100.00) of assessed value of the property therein in any one year.

S 22-127 Cash appropriations for public schools or educational purposes. The governing body of any county, city, or town if the town is separate school district, May, in its discretion, make a cash approprication, either annually, semiannually, quarterly, or monthly, from the funds derived from the general county, city, or town levy and from any other funds available, of such sums as in its judgment may be necessary or expedient for the establishment, maintenance and operation of public schools, and/or for educational purposes

S 22-105 Power of state board to loan fund to erect school houses. The State Board is authorized to lend to the school boards of the several counties, cities, and towns operating as separate school districts in Virginia, making the prescribed form of application, money belonging to the Literary Fund of Virginia, and in land for investments, for the purpose of erecting, altering or enlarging schoolhouses in such counties, cities, and towns, on the terms and conditions established by law, and subject to such rules and regulations as may be promulgated by the State Board.

Note: Loans from the Literary Fund do not require a vot of the people.

SCHOOL BOARD SEMINAR
Airlie House, Warrenton, Virginia
July 6-9, 1967

QUESTIONNAIRE

1. Do you think it would be beneficial to know more about the history and background of the development of school boards? Yes ________ No __________.

2. There are various federal programs of assistance to local school boards. Which of these programs seem to you to be the most important?

	Very Important	Important	Fairly Important
a) Remedial education for adults			
b) Job training and opportunities			
c) Special programs for the under-privledged youth			

3. Are you familiar with budgeting and financing of public school systems.
Very familiar __________ Fairly familiar __________ Unfamiliar __________.

4. What would you like to know about the relations of school districts to state government?
Powers __________ Financing __________ Policies __________.

5. Rate your reactions to the following suggested topics.

	Very Interesting	Fairly Interesting	Interesting
a) Relations with the Office of Education of the US Dept. of Health, Education and Welfare	________	________	________
b) Duties and responsibilities of school board officials	________	________	________
c) School board community relations	________	________	________
d) School board staff relations	________	________	________
e) Evaluation of a school system.			
Educational policies	________	________	________
Curriculum	________	________	________
Scholarship achievement	________	________	________
Educational materials & supplies	________	________	________
Library facilities	________	________	________
Plant	________	________	________
f) Cooperating with other school board members	________	________	________
g) Developing skills and sensitivity in human relations	________	________	________
h) School desegregation and racial isolation	________	________	________
i) Quality education	________	________	________

6. What would you like to know about leadership techniques?

a) Public relations	________	________	________
b) Parlimentary procedures	________	________	________
c) Conducting a meeting	________	________	________
d) Making yourself heard	________	________	________

7. What other topics would you like to have us include on the School Board Seminar?

____

____

____

____

____

- -

I would like to attend the School Board Seminar. Yes _____ No. _______

I am available on July 6-9, 1967. Yes _____ No. _______

Name ______________________________

Address ______________________________ City ____________________

State ______________________________ Zip Code ____________________

Position ______________________________

Organizational Affiliations ______________________________

____

____

Experience as a School Board Member ______________________________

____

Will run 19_______

Elected 19_______

5/8/67

FACT SHEET ON PARTICIPANTS
FOR SCHOOL BOARD SEMINAR

Field Staff Comments ______________________________
Name of Trainee

1. Does this person impress you to be a good trainee or resource person? Explain.

____

____

____

____

____

2. Give your general impression of the person.

____

____

____

____

3. Rate his interest. Very _________ Fair _________ None _____________

____
Signature of Field Representative

- - - - - - - - - - DO NOT WRITE BELOW THIS LINE - - - - - - - - - -

Letter of invitation sent _________________, 196____.

Letter of acceptance received _______________, 196___.

Transportation via ______________________________

Arrival ____________________ Pick up ___________________________

Departure __________________ Take back _________________________

____
Signature of Leadership Development Director

5/8/67

SEDFRE, LEADERSHIP DEVELOPMENT DEPARTMENT May 3, 1967

Counties in Seven Southern States Where Negro Voters Registration Exceeds Whites Voters Registration or is Better than 50% of Whites Voters Registration

ALABAMA

County	WVR	NVR
Bullock	3,323	3,197
Choctaw	5,833	3,024
Dallas	12,787	10,513
Greene	2,001	3,927
Hale	4,515	4,096
Lowndes	2,823	2,758
Macon	4,997	7,130
Marengo	7,288	5,799
Perry	5,495	3,847
Sumter	3,775	3,392
Wilcox	3,639	3,765
FLORIDA		
Gadsden	6,338	4,237
Jefferson	2,470	1,540
GEORGIA		
Bryan	2,335	1,165
Greene	3,395	2,570
Hancock	1,661	1,706
Jefferson	4,524	4,306
Liberty	2,950	2,594
McIntosh	1,612	1,935
Taliaferro	1,052	1,165
Warren	1,938	1,380
LOUISIANA		
East Carroll	2,577	2,735
Iberville	7,831	5,252
Madison	2,971	2,734
Pointe Coupee	4,834	2,976
St. Helena	2,327	1,520
St. John	4,593	3,047
St. Landry	23,129	11,650
West Feliciana	1,113	1,817
MISSISSIPPI		
Adams	6,306	6,005
Bolivar	6,209	5,732
Claiborne	1,679	2,906
Coahoma	7,215	7,761
Holmes	5,080	4,655
Issaquena	768	446
Jefferson	1,913	2,049
Jefferson Davis	3,443	1,833
Madison	6,334	5,991
Marshall	4,741	2,562

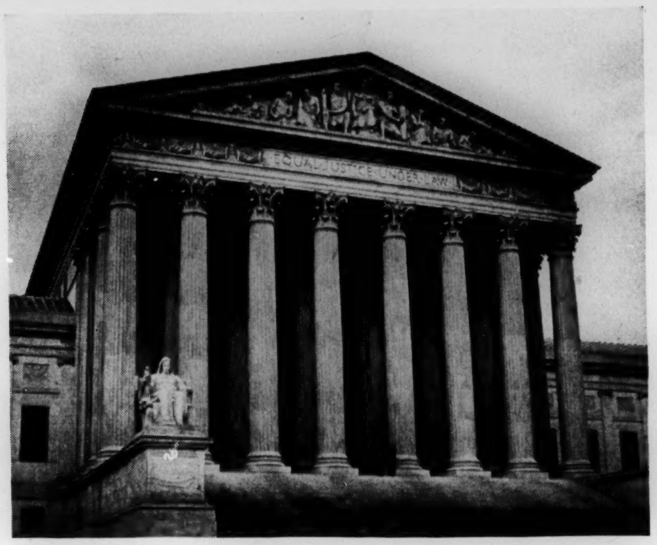
NORTH CAROLINA

County	WVR	NVR
Bertie	5,925	3,879
Hertford	4,605	3,025
Northampton	6,062	4,016
Robeson	12,904	9,401

SOUTH CAROLINA

Allendale	3,018	1,626
Beaufort	6,378	3,999
Calhoun	2,663	1,621
Clarendon	5,436	5,339
Jasper	2,879	2,079
Laurens	11,149	6,222
Lee	4,616	2,564
Orangeburg	16,039	8,397
Sumter	13,849	9,238
Williamsburg	9,285	5,810

…trained leadership will increasingly come to represent the thrust of the civil rights movement.



Bruce Roberts

THE OPPORTUNITY

Enlightened law-making—

through court decisions, legislation and executive action—has brought, over the last decade, America's victims of discrimination and poverty to the threshold of great opportunity.

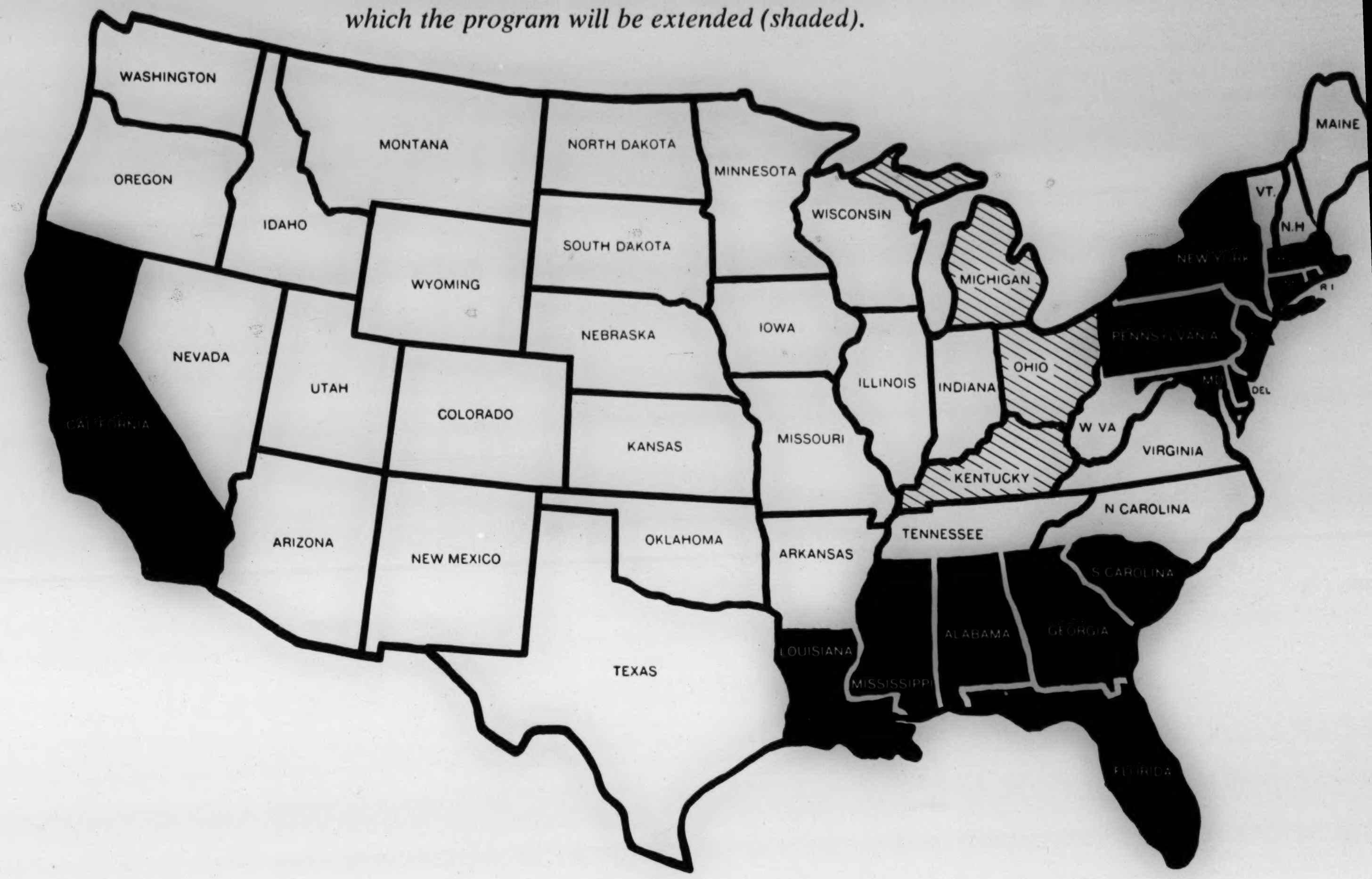
Now, as never before, these Americans have almost within their grasp the tools to enable them to help themselves and increasingly to provide their own momentum toward greater economic achievement and personal fulfillment.

But for all the progress of the decade, the implementation of much of the legislation and new laws has lagged distressingly far behind their original promise, and this frustrating gap between promise and performance has resulted in aggression and violence.

The only effective way to bridge this gap is concerted action by the members of the deprived communities themselves. This, in turn, requires effective local leadership.

Because it is only recently that the poor have begun to organize themselves to act in common purpose, local leadership is scarce—and scarcely trained to take full advantage of the tools now available.

Areas in which SEDFRE's Leadership Training Program is currently being conducted (solid) and areas into which the program will be extended (shaded).


WASHINGTON
OREGON
MONTANA
IDAHO
NORTH DAKOTA
MINNESOTA
WISCONSIN
MICHIGAN
MAINE
VT.
N.H.
NEW YORK
R.I.
SOUTH DAKOTA
WYOMING
NEVADA
CALIFORNIA
UTAH
COLORADO
NEBRASKA
IOWA
ILLINOIS
INDIANA
OHIO
PENNSYLVANIA
MD
DEL
W VA
VIRGINIA
KANSAS
MISSOURI
KENTUCKY
N CAROLINA
TENNESSEE
ARIZONA
NEW MEXICO
OKLAHOMA
ARKANSAS
S CAROLINA
TEXAS
LOUISIANA
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA

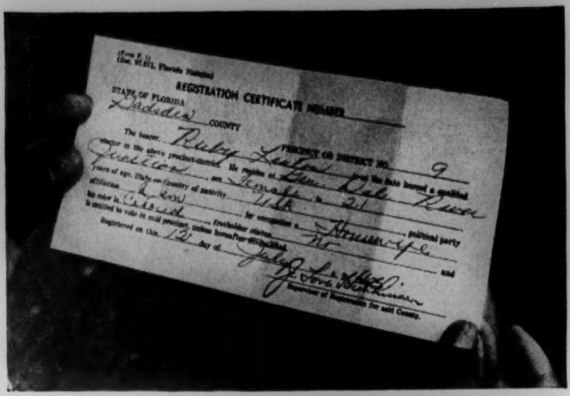
SEDFRE is a national organization equipped to develop and train neighborhood leadership. It is able to bring the skills and knowledge of broad, national experience to widely scattered, unaffiliated local groups rapidly and effectively. It has proven its value as a mobile workshop in leadership training, taking its Program into area after area where local leadership is emerging and enhancing that leadership for local purposes.

THE PROGRAM

The SEDFRE Leadership Training Program, while flexible enough to accommodate new demands as they arise or adapt to particular local needs, offers essentially three kinds of education opportunities:

1. The Basic Seminar Series
2. Specialized Workshops
3. Advanced Instruction for Leadership Trainees

Each is organized and conducted by SEDFRE staff members, augmented by the teaching services of experienced and often well-known professionals in the fields of politics, education, urban problems, community organization and economic self-advancement.

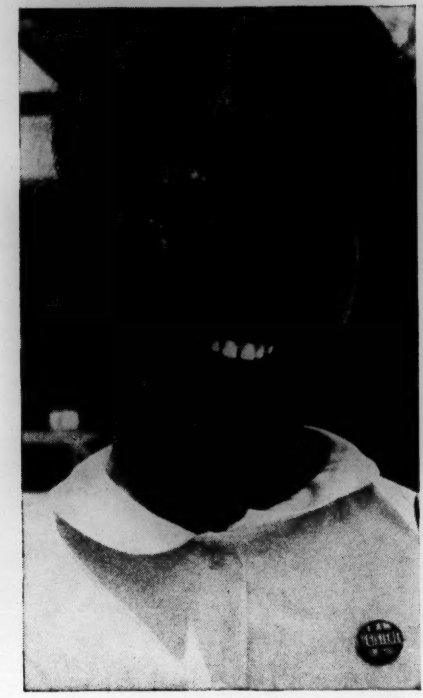


REGISTRATION CERTIFICATE NUMBER

STATE OF FLORIDA

COUNTY

PRECINCT OR DISTRICT NO. 9



Effective citizen participation is a long process. It begins by convincing (in their homes and yards as above left) the fearful and the apathetic that with new laws they will be protected.

Next comes the often long trip to the registrar's office and the treasured registration certificate. At this time SEDFRE staff members pin the I am Registered *button on the new voter.*

The Basic Seminar Series is held on four weekends so as not to interfere with the regular employment of its participants. Among the subjects surveyed are constitutional principles, the voting rights laws, the Commission on Civil Rights, the Equal Employment Opportunity Commission, the Anti-Poverty Program, community organization, self-advancement activities and operational strategies. So far 270 participants from eleven states have benefited from Basic Seminar Series courses.

The Specialized Workshops are typically one week in length and concentrate on the specific problems of the participants, such as practical politics or anti-poverty and welfare legislation and administration. One Workshop, for example, dealt with the techniques of effective political organization and campaigning. It was attended by 130 political leaders from seven states, including 25 candidates for public office.

Among the subjects studied were local, county and state election laws, methods of registration, the formation of political groups and how to qualify candidates and select slates. Another portion of the Workshop used the case study method of analyzing how to conduct a political campaign, the role of the campaign manager, canvassing, fund raising, plat-

Then comes the process of developing the local organization to make the new voters effective in securing paved roads, postal service, street lighting, etc. Above, attorney Ernest Finney explains South Carolina election laws.

And then, election day and the trip to the polls to exercise citizenship rights.

form issues, insuring a fair and honest count of the ballots and how to enlist the support of other groups.

Advanced Instruction for Leadership Trainees is offered to particularly promising participants uncovered among those attending the Basic Seminar Series. Its purpose is to enhance leadership skills by making the participants more knowledgeable about the problems of their communities and the methods of small group leadership.

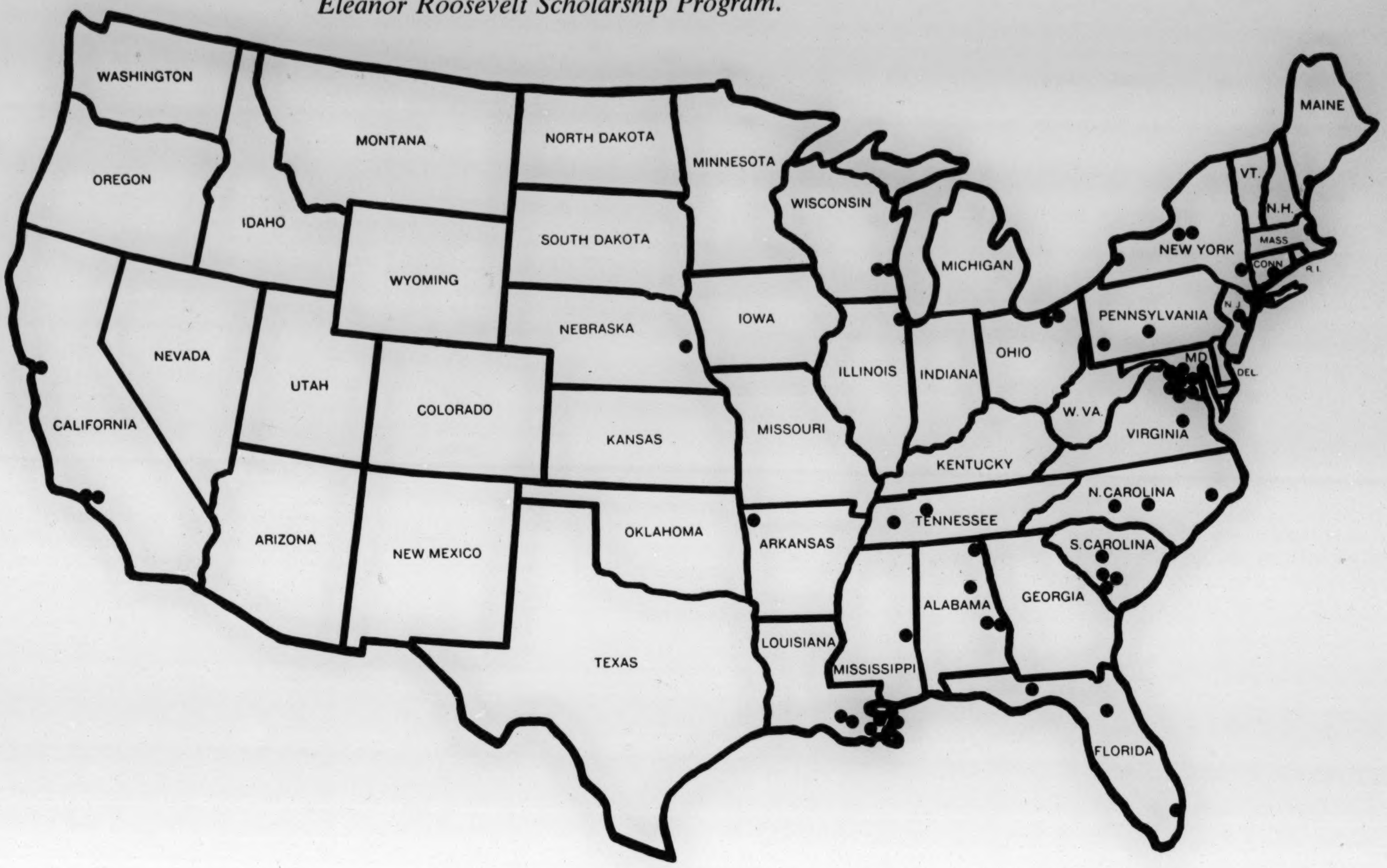
In addition to its three formal educational efforts in the Program, SEDFRE is active in other areas including Scholarship and Legal Defense.

SCHOLARSHIPS

Higher education is vital to informed and responsible leadership. The Eleanor Roosevelt Scholarship Program has therefore been particularly concerned with assisting students who have demonstrated qualities of leadership and maturity, as well as the usual scholar's gifts of intelligence and diligence.

This program aids students who are really poor: grants must realis-

National distribution of colleges and universities attended by students under the Eleanor Roosevelt Scholarship Program.


WASHINGTON
OREGON
CALIFORNIA
IDAHO
NEVADA
MONTANA
WYOMING
UTAH
ARIZONA
COLORADO
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
ILLINOIS
MICHIGAN
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA
S.CAROLINA
N.CAROLINA
VIRGINIA
W.VA.
PENNSYLVANIA
NEW YORK
MAINE
VT.
N.H.
MASS
CONN
R.I.
N.J.
MD
DEL

tically take into consideration all of their college expenses—from books to travel to toothbrushes to winter coats for students who have never braved a northern winter. Average SEDF grants are $1,000 a year: for 1966-67 there are 65 students.

The dropout rate of our scholars is among the lowest in the nation and SEDFRE students are enrolled in universities located in every section of the country. In addition to undergraduate scholarships, SEDFRE underwrites graduate fellowships in law, education and social work in the spectrum of American colleges.

LEGAL DEFENSE

The law is not only the foundation of the civil rights movement, it is both sword and the shield at all levels. The thrust of our Legal Defense program provides counsel to local civil rights and poverty group leaders to enable them to resist harassment and function effectively. We also train law students and develop skills of volunteer lawyers in the specialized problems of the poor and the deprived.

Herman Carter

Joe Louis Smith

Kenny Johnson

Johnny Lee Watson

Sam Leiken

Mazie Lee Butler

Sherman Henry

Doratha Smith

James Potts

SEDFRE AS AN ORGANIZATION

As the civil rights movement has evolved, inevitably some of its needs have changed as old goals are met and new ones set. For some time SEDFRE has devoted much of its effort to leadership training as one of the most pressing, most important—and least served—of the movement's new needs and goals.

SEDFRE believes that the training of local leadership is one of the most critical requirements of the civil rights movement today and for the foreseeable future. We are convinced that such trained leadership will increasingly come to represent the thrust of the civil rights movement.

Great opportunities do exist. Individuals and groups are eager to make the most of them. But unless all are trained and equipped with skills enabling them to use the new tools of law and sentiment effectively, the struggle to create these new opportunities may well prove to have been futile—and belief in lawful, orderly social and economic change will be further shaken and undermined.

STAFF AND BOARD

SEDFRE's day to day work is carried on by Staff and a network of volunteers. Volunteers are especially significant in the Legal, Welfare and Scholarship Programs.

The Staff includes
Marvin Rich, Executive Director;
Shirley Lacy, Welfare Director;
Eva Garson Levy, Special Programs;
James T. McCain, Director of Citizenship Education;
William E. Brown, Frank Robinson, Associate Directors of Citizenship Education;
Ronnie Moore, Leadership Training Director;
Spiver Gorden, Associate Leadership Training Director;
Carl Rachlin, Legal Director;
Stephen Nagler, Associate Legal Director.

Policy is made by the Board of Directors which functions through a system of committees and meetings. The Board of Director members are:

Nils R. Douglas, Chairman
Andrew E. Norman, President
William S. Ellis, Vice President
Nannette Sachs, Vice President
Ezra Levin, Secretary
Shelley Appleton, Treasurer
John P. Allison
Robert Ausnit
James Baldwin
Katrina McCormick Barnes
Canon James P. Breeden
Dr. Kenneth B. Clark
Robert Curvin
Charlotte Devree
Robert F. Drinan, S.J.
John Henry Faulk
Michael O. Finkelstein
Doris Freedman
Dr. Edward L. Gibson
J. T. Harris
Claude Hecksher
Norman Hill
Clarence B. Jones
Dr. Archie Lacey
Joann List Levinson
Henry Morgenthau, III
Dr. William Stuart Nelson
Richard J. Schwartz
Elaine Slater
Norman Thomas
Rowland Watts
Pearl L. Willen

FOUNDATIONS WHICH SUPPORT SEDFRE

Aspen Field Fund, Inc.
Field Foundation, Inc.
Hess Foundation, Inc.
Albert List Foundation
Robert Marshall Civil Liberties Trust
New Hope Foundation
New Land Foundation
Aaron E. Norman Fund
The Ottinger Foundation
Samuel Rubin Foundation
Shanti Foundation
Stern Family Fund
Stone Foundation
Wechsler-Forest-Slater Foundation
William C. Whitney Foundation

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL **E**QUALITY

Room 1030—150 Nassau Street, New York, N.Y. 10038

RESOURCE AND SCHOOL BOARD MEMBERS/CANDIDATES ATTENDING SBS, AUGUST 17-20, 1967
AIRLIE HOUSE, WARRENTON, VIRGINIA

Mrs. Mable Allen P. O. Box 104, Eudora, Ark. 71640	T	[illegible]. Thurs. 8/17, United #622, Washington National at 9:58 a.m. - prepaid plane ticket, owe for train fare
Mr. F. J. Atlas, Sr. R 3, Box 299, Lake Providence, La.	T	Arr. Wed., 8/16, Eastern #904Y, Friendship at 9:41 p.m. - prepd r.t. exc. plane
Mr. John M. Brewer Director, Compensatory Education Pittsburgh Board of Educ., Pittsburgh, Pa.	R	
Dr. Edward M. Brice Ass't. to Ass't. Secy for Educ. US Dept. of HEW, Washington, DC	R	Arr. Thurs., 8/17 - Coming on own
Dr. Aaron Brown Prof. of Education Long Island Univ., Brooklyn, NY	R	Arr. Thurs., 8/17 on plane shuttle service - to be reimbursed
Mr. Alex Brown Sherrill Rt. 1 - Box 7-A Sherrill, Ark. 72152	T	Arr. Thurs., 8/17 - train - to be reimbursed
Mr. Harrison Brown, Jr. P. O. Box 568, Tallulah, La. 71282	T	Arr. Wed., 8/16, Delta #592, Washington National at 7:18 p.m. - to be reimbursed
Mr. Asberry B. Butler, Jr. 4902 Scott St., Houston, Texas 77004	T	Arr. Thurs., 8/17 - driving - to be reimbursed for gas, etc.
Dr. William Cash Chief, Counseling & Guidance, OE US Dept. of HEW, Washington, DC	R	Arr. Thurs., 8/17 - Coming on own
Dr. Nolan Estes Assoc. Commissioner, OE US Dept. of HEW, Washington, DC	R	Arr. Thurs., 8/17 - Coming on own
Mrs. Elnora Givens Box 514, St. Francisville, La. 70775	T	Arr. Thurs., 8/17 on Southern RR, Union Station at 9:15 a.m. - prepaid
Dr. Regina Goff Ass't. Commissioner, OE US Dept. of HEW, Washington, DC	R	Arr. Thurs., 8/17 - coming on own
Miss Cynthia E. Gubernick Program Associate Mary Reynolds Babcock Foundation, Inc. Winston-Salem, No. Caro.	Guest	
Mrs. Gracie Hardy Rt. 2 - Box 134, Monticello, Fla.	T	Arr. driving up with Spiver
Mr. William W. Harleaux 1818 Haase St., Plaquemine, La. 70764	R	Will be in Washington before us. Will call us at Airlie. prepaid r. t. plane
Mrs. Carol Hobson Educational Statistician, OE US Dept. of HEW, Washington, DC	R	Arr. Thurs., 8/17 - coming on own
Mr. Jake W. Holmes P.O. Box 85, Bayou Gonla, La.	T	Arr. Thurs., 8/17 at 8:30 a.m. - driving - to be reimbursed for gas, etc.

Mr. Robert Ingram 718 New St., Sparta, Geo. 31087	T	Arr. Thurs. 8/17, Eastern #450Y, Dulles at 5:23 a.m. - prepaid r.t. plane
The Rev. Peter J. Kirksey Rt. 1 - Box D-19, Boligee, Ala. 35443	R - T	Arr. Thurs. 8/17, Delta #356, Friendship at 1:06 p.m. - prepd. r. t. plane
Mr. Charlie Knott 407½ N. Cedar St., Pine Bluff, Ark.	R - T	Arr. Thurs. 8/17 at 9:30 a.m. - driving - to be reimbursed for gas, etc.
Dr. Louis J. McGuiness Ass't. Chief, OE US Dept. of HEW, Washington, DC	R	Arr. Thurs. 8/17 - coming on own
Mr. Arthur H. Miller 1813 Collegiate Circle Pine Bluff, Ark. 71602	R - T	Arr. Wed., 8/16, American #132, Washington National at 9:33 p.m. - prepd. r. t. plane
Mr. T. E. Patterson Exec. Sec'y., Arkansas Teachers Assoc. 1306 Wright Ave., Little Rock, Ark. 72206	R - T	Arr. Wed., 8/16, American #132, Washington National at 9:33 p.m. - prepd. r.t. plane
Mr. William H. Samuel, Jr. 1812 Third St., Plaquemine, La. 70764	T	Will be in Washington before us (with Mr. Harleaux). prepd. r. t. plane
The Rev. C. K. Steele 224 N. Boulevard St. P.O. Box 1003 Tallahassee, Fla. 32301	T	Arr. Thurs. 8/17, Eastern #130, Washington National at 11:32 a.m. - prepd, r. t. plane
Mr. William H. Taft 1395 Gladys Beaumont, Texas 77701	T	Arr. Thurs. 8/17, Eastern #140, Dulles at 12:20 p.m. - prepd. r. t. plane
Mr. Clarence R. Todd 1105 Douglas St. Fredericksburg, Va. 22401	R - T	Arr. Thurs., 8/17 at 9 a.m. - driving - to be reimbursed for gas, etc.
Mrs. Jane Tresville 4335 Andover Terrace Pittsburgh, Pa. 15213	R	Arr. Thurs. 8/17, Northwest #302, Washington National at 9 a.m. - to be reimbursed
Mr. Andrew Walker R 2 - Box 96, Altheimer, Ark.	T	Arr. not certain, 8/16 or 17 via train - to be reimbursed
Mrs. Charles E. White 2209 Southmore Boulevard Houston, Texas 77004	R	Arr. Thurs. 8/17, Eastern #450, Dulles at 5:23 a.m. - prepd., r.t. plane
Dr. Preston R. Wilcox 440 Riverside Dr., NYC 10027	R	Coming on own - to be reimbursed
Mr. Robert Williams General Delivery, Lorman Miss. 39096	T	Arr. Wed. 8/16, Delta #592 at Washington National at 7:18 p.m. - prepd, r. t. plane
Wesley S. Williams, Esq. 620 Fifth St., NW, Washington, DC 20001	R	Arr. Thurs. 8/17 at 10 a.m. - driving - to be reimbursed for gas, etc.
Miss Harriet Ziskin Ass't. Dir. of Research (?) US Commission on Civil Rights, Washington, DC	R	Arr. Thurs. 8/17 - coming on own

School Board Member/Candidate Trainees	- 14
Resource Persons	- 14
Resource/Trainee Combined	- 5
Guest	- 1
Staff	- 9
	43 - Total

8/10/67

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC.

SCHOOL BOARD SEMINAR
AGENDA - FIRST DRAFT

Thursday, August 17, 1967

8 - 9 a.m. Breakfast

9 - 11 a.m. Registration

11 - 12 noon General Information and Introduction

Greetings and Statement of Purpose
- Nils R. Douglas, Chairman of the Board, SEDFRE

Program and Objectives of SEDFRE
- Marvin Rich, Executive Director, SEDFRE

Greetings
- Dr. Edward Brice, Confidential Assistant to the Assistant Secretary for Education of the U.S. Dept. of Health, Education and Welfare

12 - 1:30 p.m. Lunch

1:30 - 3 p.m. Presentation and Questions - The History and Development of School Boards

Dr. Aaron Brown, Long Island University and member N.Y.C. Board of Education

3 - 4:30 p.m. Small Group Discussions - Problems Facing Southern School Boards

	Moderator	Resource Person
Group I		
Group II		

4:30 - 5:15 p.m. General Problem Session - Reports from Group I and Group II

Chairman:

5:15 - 7 p.m. Free Time

7 - 8:30 p.m. Dinner

8:30 - 9:45 p.m. Presentations and Questions - The Responsibilities, Duties and Functions of Negro School Board Officials Today

Dr. Rufus Clement, President of Atlanta University and member, Atlanta Board of Education

Friday, August 18

8 - 9 a.m. Breakfast

9 - 12 noon General Problem Session - Human Resources Development

I. An explanation of Federal programs of assistance to local school districts with emphasis on remedial education for

Friday, August 18, 1967 (continued)

9 - 12 noon

adults, job training and opportunities, and special programs for the underprivileged child. (Attempts will be made to evaluate the strengths and inadequacies of educational programs). Related national legislation will be an integral part of the deliberations. Attention will be given to the responsibilities, staff, application procedures, activities and organizational structure of the Federal and State agencies in charge of administering the program discussed.

Dr. Regina Goff, Assistant Commissioner, Office of Education

12 - 1:30 p.m. Lunch

1:30 - 4 p.m. General Problem Session - Program Planning and Budgeting Systems for School Districts

Emphasis will be placed on the financial management of local school boards, with an attempt to develop a reasonable understanding of budgetary categories and analysis. Participants will review educational facilities planning, costs of qualified professional personnel and the primary needs of an ideal school system. It will be important to discuss local, state and federal sources of income for financing school systems. The participants will compare school budgets in terms of resources needs.

Moderator:

Resource Panel: Dr. Louis J. McGuiness, Assistant Chief, Program Development Branch, Office of Education

4 - 6:30 p.m. Free Time

6:30 - 8 p.m. Dinner

8 - 9:30 p.m. Presentation and Questions - Current Issues in Public Education

Dr. S. M. Miller, Ford Foundation
Dr. Nolen Estes, Associate Commissioner, Office of Education

Saturday, August 19

8 - 9 a.m. Breakfast

9 - 10:30 a.m. General Problem Session - Human Resources Development

II. Discussion continued from preceding day.

10:30 - 11:30 a.m. Small Group Discussions - Human Resources Development

11:30 - 12:30 p.m. General Problem Session - Reports from Group I and Group II

Chairman:

12:30 - 2 p.m. Lunch

Saturday, August 19, 1967 (continued)

2 - 3:45 p.m.	General Problem Session - Implications of the Coleman and Racial Isolation Reports Moderator: Resource Panel: Dr. David Cohen, U. S. Commissioner on Civil Rights Mrs. Carol Hobson, Statistician, Office of Education Dr. Horace Tate, Executive Secretary, Georgia Teachers Association and member Atlanta Board of Education
3:45 - 5:45 p.m.	Free Time
5:45 - 7 p.m.	General Problem Session - Human Relations dealing with: School Board-Superintendent Relations Cooperating with Other School Board Members Ethics Collective Bargaining in Public Education Dr. Aaron Brown, Long Island University and member N.Y.C. Board of Education
7 - 8:30 p.m.	Dinner
8:30 - 9:45 p.m.	Presentation and Questions - The School Board and Community Dr. Preston Wilcox, Columbia School of Social Work
9:45 - 11:15 p.m.	Film - "Nothin But A Man"
11:15	Reception

Sunday, August 20

8 - 9 a.m.	Breakfast
9 - 10 a.m.	Presentation and Questions - Powers Granted to School Boards Under State Statutes Carl Rachlin, Legal Director, SEDFRE
10 - 11 a.m.	General Problem Session - The Board Member and School Business Participants will review skills required for effective participatio at board and committee meetings. An attempt will be made to develo a reasonable understanding of public relations and legal opinions. Moderator: Resource Panel:
11 - 12 noon	Seminar Evaluation Session Chairman:
12 - 1:30 p.m.	Lunch

6/5/67

MOBILE WORKSHOP SERIES

GEORGIA

DATE	PLACE	TITLE	
July 28-30, '67	Atlanta	Sensitivity Training	A*
Aug. 25-27	"	Citizenship Education	B*
Sept. 22-24	"	Community Problems	C*
Oct. 27-29	"	Leadership Techniques	D*

MARYLAND - VIRGINIA - WASHINGTON, D. C.

Oct. 20-22	Alexandria, Va.	Sensitivity Training	A*
Nov. 17-19	"	Citizenship Education	B*
Dec. 15-17	"	Community Problems	C*
Jan. 19-21, '68	"	Leadership Techniques	D*

*Description

A. Sensitivity Training - Focuses attention on individual, small group and large organizations' problems in community decision-making and action. Aim is to promote more effective analysis and action in organizations. Basic subject matter is the immediate behavior of the participants.

B. Citizenship Education - Practical introduction to public affairs including discussion of the functions and ways of influencing city, county and state governments; policies, platforms and personalities of American political parties. It provides training in methods of effective organization and campaigning.

C. Community Problems - Provides instruction on police-community relations, housing, employment, education, health and welfare. Relevant local state and federal laws are studied with emphasis on how local groups can qualify for and utilize public programs. Important community action cases are studied in order to devise general principles for solving problems and achieving goals.

D. Leadership Techniques - Objective is to increase the work skills of the participants. Topics include: 1) how to set up and run an organization; 2) how to define goals; 3) how to minimize conflict and maximize agreement; 4) how to recognize and influence those in positions of power.

Scholarship, Education and Defense Fund for Racial Equality, Inc.
150 Nassau Street, New York, New York 10038

NEW YORK TIMES, SUNDAY, AUGUST 20, 1967

SEMINAR GUIDES NEGRO OFFICIALS

School Board Aides in South Beset by Inexperience

By M. S. HANDLER

Special to The New York Times

WARRENTON, Va., Aug. 19—"I am elected. What do I do now?"

In response to this plea, which characterizes the attitude of many newly elected Negro members of Southern school boards, the Scholarship, Education and Defense Fund for Racial Equality is conducting a four-day seminar at Airlie House, near Warrenton, to instruct about 35 new school board members in planning school policies, in preparing school budgets and in public administration.

The Negro school board members come from Arkansas, Louisiana, Mississippi, Texas, Georgia, Alabama, Virginia, Florida, and Washington, D. C. Their educational qualifications range from grammar school to college graduates. None of them has had any experience in public office.

The group is part of the first wave of Negroes elected to local offices in the South this year. They now are finding that they are facing their new responsibilities without sufficient experience and knowledge.

Officials of the United States Office of Education and from school systems in New York, Pittsburgh, Washington and New Jersey have been giving the participants intensive survey courses.

Organized 5 Years Ago

Dr. Aaron Brown, professor of Education at Long Island University and a member of the New York City Board of Education, is one of the instructors at the seminar. Dr. Brown has provided the school board members with a background paper explaining to them the history and development of school boards in the United States.

The Scholarship, Education and Defense Fund for Racial Equality was founded in September, 1962, by former members of the Congress of Racial Equality and their supporters, who felt that the time had come to shift from slogans and speechmaking to preparing Negroes to assume responsible roles in their communities.

Disheartened by a lack of concrete programs to train Negroes to participate in American society, the founders of the fund began to move out of CORE shortly before James Farmer was replaced by Floyd McKissick as executive director.

Marvin Rich, the 37-year-old white former fundraiser and director of public relations under Mr. Farmer, helped organize the fund and is presently its executive director. Ronnie Moore, 26, who led CORE programs in Louisiana, is the fund's program and training director. Mr. Moore left CORE when Mr. McKissick took over.

Mr. Moore is regarded as a brilliant young Negro analyst of social and political movements in Negro communities. He travels extensively throughout the South and Southwest contacting local community leaders and organizing seminars to train for leadership.

At the request of local community leaders, the fund has organized seminars on voter registration, the techniques of organizing Negro communities to win local elections, how to deal with white officials on the basis of equality, and how to organize trade unions.

Mr. Rich and Mr. Moore said that the current seminar at Airlie House was in recognition of the fact that the problems facing Negroes become more acute after they have won election to public office for which they have had no experience.

The fund has sponsored between 50 and 60 seminars on various aspects of these problems in the past 18 months. The site of the present seminar, Airlie House, is a conference center on a 1,200-acre estate 45 miles from Washington.

Function of Fund

Mr. Rich and Mr. Moore said that the function of the fund is to spread political education among local Negro community leaders, guide them on the complexities of public administration, and provide techniques for dealing with any obstructionist tactics by white officials.

The two men said that the fund has no affiliation with any civil rights or action group.

The foundations contributing to the fund's budget include the Samuel Rubin Foundation, the Shanti Foundation, the Stern Family Fund, the Aaron E. Norman Fund, the Field Foundation, the New Hope Foundation, the Wechsler-Forrest Slater Foundation, the Albert List Foundation, the Robert Marshall Civil Liberties Trust, and the William C. Whitney Foundation.

THE NEW YORK TIMES, MONDAY, AUGUST 21, 1967

Negroes, at Seminar, Discover Obstacles to School Changes

By M. S. HANDLER

Special to The New York Times

WARRENTON, Va., Aug. 20—Thirty-five Negroes, members of Southern school boards and candidates for election to other school boards, listened intently as a high official of the Department of Health, Education and Welfare explained why it is so difficult for the Federal Government to prevent the construction of new schools in Negro slums that help perpetuate segregation of the races.

The Federal official, a Negro, was addressing participants at a seminar sponsored by the Scholarship, Education and Defense Fund for Racial Equality. He conceded, under persistent but courteous questioning, that there was little that the Government could do under existing legislation.

It was then that a tall, gray-haired, distinguished looking Negro school principal from the South, who is also a candidate for his local school board, said with quiet desperation:

"I now understand for the first time the meaning of 'burn, baby, burn'."

A Disheartened Feeling

The school board members and candidate members returned today to their homes in Arkansas, Louisiana, Mississippi, Texas, Georgia, Alabama, Virginia, Florida, and Washington, D.C., better informed about educational policy planning and public administration. However, they admitted that they were disillusioned about the possibilities of bringing about quick changes in their communities.

The participants attended the seminar at the Airlie House conference center in the lush hunting country of Warrenton to learn ways to become effective on their jobs.

The agenda at the seminar included such complicated subjects as the history and development of school boards in the United States; problems facing Southern school boards; responsibilities of Negro school boards; Federal programs of assistance and program planning and budgeting systems for local school districts; financial management; teaching programs and teacher evaluation.

Tell of Frustrations

As minority members of their school boards, the participants recounted their frustrations in dealing with growing de facto school segregation, the lack of adequate textbooks and other supplies for Negro schools, the equalization of salaries for Negro and white teachers, an improvement in teaching and in curriculums, better teaching training, and opposition of school officials working in cooperation with the white school-board majorities.

Many of the participants appeared to share the view that integration is still the key to better education for Negro pupils, although privately some thought that quality education in Negro schools rather than the establishment of integrated schools might provide a better solution.

The fund was founded by members of the Congress on Racial Equality who left the organization as the regime of James Farmer came to an end and Floyd McKissick became executive director. Its aim, according to Marvin Rich, the executive director, is to train Negroes for leadership in their communities.